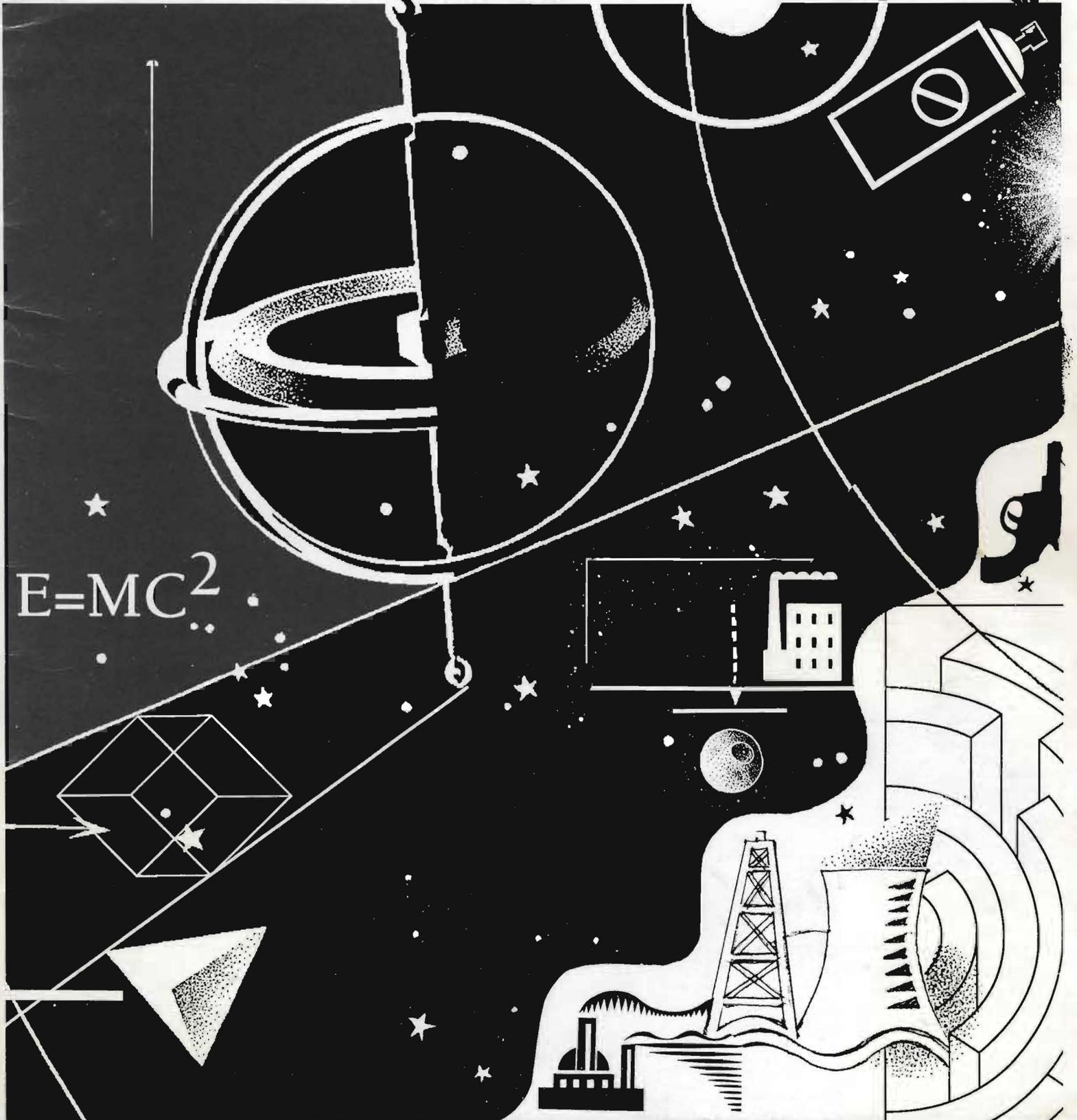


CATALOG

Ann Kelleher - Political Sci

PACIFIC LUTHERAN UNIVERSITY
INTERIM 1993 • JANUARY 4-29

SOLUTIONS AS PROBLEMS



Welcome to Interim 1993! Have you ever considered the way that solutions to problems often become problems themselves? For example, the problem of horse manure on city streets was solved by the automobile, which caused congestion, which was solved by freeways, which in turn contributed to the decay of urban centers and energy resource depletion. That was some solution!

This Interim we invite you to consider potential solutions in a much broader context and to approach problem solving with more imagination and creativity. We offer a variety of opportunities to examine problems, solutions, and additional problems ranging from the Savings and Loan debacle to the Vietnam War, from communication within communities to public relations, from the impact of culture on individual development to issues of economic development in the Third World. So try something different. Take a chance. **USE YOUR IMAGINATION.**

THE INTERIM COMMITTEE

Duncan Foley

Associate Professor of Earth Sciences

David Huelsbeck (Chair)

Associate Professor of Anthropology

Mark Jensen

Assistant Professor of Languages

Christine Moon

Assistant Professor of Psychology

Barbara Temple-Thurston

Assistant Professor of English

John Larken

Student

Colin Sannes

Student

Judith W. Carr

Interim Director

The Interim Committee encourages students to talk with professors about their courses prior to enrolling. Such dialogue may well benefit both instructor and student in approaching the Interim with enthusiasm, commitment, and a greater understanding of the direction a course might take during the four weeks of intensive study.

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GENERAL INFORMATION

THE INTERIM REQUIREMENT:

Only courses numbered 300-320 satisfy the Interim requirement. Two 4-semester-hour 300-320 Interim courses are required for graduation. A few 300-320 Interim courses may be offered for less than 4-semester-hours credit; a combination of these smaller courses may be used, when available, to meet part of the basic 8 semester hour requirement. Junior or senior transfer students need complete only one 300-320 Interim course (4 semester hours).

Students should complete at least one 300-320 Interim requirement by the end of their sophomore year.

CORE REQUIREMENT:

During the Interim month of January some courses are offered to meet the core requirement. These courses have numbers outside the 300-320 bracket, are identified in the course descriptions, and will not meet the Interim requirement. By the same token, a 300-320 Interim course may not meet the core requirement. Courses to meet the core requirement will be graded in the manner of regular courses.

MAJOR REQUIREMENTS:

Interim courses, for the most part, have been designed for the non-major even when a prerequisite is recommended. However, some 300-320 Interim courses are designed for major or advanced students and are so designated in the course description (only one such course may be used to meet the two-course Interim requirement.) A 300-320 Interim course may be counted toward a major, as well as toward the Interim requirement, at the discretion of the chair or dean of the major department or school.

ELECTIVES:

The third and fourth Interim courses taken (more than 8 semester hours of 300-320 Interim courses) may count as electives toward the 32 course total required for graduation.

UPPER DIVISION REQUIREMENT:

Courses numbered 300-320 will not meet the upper division requirement. However, courses numbered above 320 will meet the requirement.

INDEPENDENT STUDY OPTION:

To meet the Interim requirement: Up to one full course (4 semester hours) of the Interim requirement may be met by an independent study course completed during January. Most of the departments/schools of Pacific Lutheran University are prepared to implement such individual study-research projects. (The Interim Committee must approve ALL independent study courses proposed to meet the Interim requirement.) Such courses will be designated by the number 320.

Mere experience, such as travel or work or a job, does not constitute an adequate course of study. The student should show that his or her experience will involve intellectual inquiry that is substantial enough to justify the hours of academic credit desired. The proposal should specify how the instructor will both guide and evaluate the student's intellectual growth.

Procedure: The student completes a proposal on a form provided by the Interim Director (A-103.) The proposal must then be approved by a supervising instructor and by the dean of the instructor's department or school. The student is responsible for submitting the proposal, with the instructor's and dean's signatures, to the Interim Director BY NOVEMBER 1. The Interim Committee will act on the proposal as soon as possible.

To meet other requirements: Independent studies which do not meet the Interim requirement will assume the number the individual department or school has designated for such purposes and need not be submitted to the Interim Committee for review.

PLAN OF ACTION:

Students may "be on campus" without registering for a course, provided their general program of activity is approved by their advisor and submitted to the Office of the Registrar. Such a program will not receive credit, be counted toward graduation requirements, or appear on the transcript. The plan should be submitted no later than December 1. Applications are available in the Registrar's Office.

TRAVEL IN JANUARY:

In addition to off-campus studies offered at PLU, other institutions, in all parts of the world and the United States, provide travel-study options during the month of January. Check the special files in the Interim Director's Office to look at catalogs and brochures. The Interim Director is available to help you follow up.

GUIDELINES FOR INTERIM EXCHANGE OPPORTUNITIES:

PLU Students:

The exchange program offers students the opportunity to study during January in many other parts of the country. Students interested in such programs will find catalogs available in the Office of the Interim Director (A-103). Requests for applications to participate in an exchange on another campus should be directed to the same officer prior to December 1. There is usually a \$10.00-\$20.00 non-refundable application fee payable to the host institution.

The exchange program is open to sophomores, juniors and seniors with a cumulative grade point average of 2.00 or higher. Freshmen may not apply.

STUDENTS ARE ADVISED TO CHECK THE CREDIT VALUE OF COURSES AT OTHER INSTITUTIONS. PACIFIC LUTHERAN UNIVERSITY CANNOT GRANT MORE CREDIT THAN THE HOST INSTITUTION GRANTS. If a full course (4 semester hours) is needed to complete a degree program, the student should be certain the course carries 4 semester hours credit or equivalent.

The Interim tuition fee will be paid by exchange students to the home institution (PLU students pay PLU). Board and room fees will be paid at the host institution according to its fee schedule. Reminder: On-campus PLU students have paid for Interim room along with

their fall payments. If a student chooses to participate in Interim exchange elsewhere, the PLU board fee for January will not be charged.

PLU students participating in an exchange are required to carry health and accident insurance which will cover them 24 hours a day (see INSURANCE section).

In past years, many institutions across the country have cooperated with PLU in exchange opportunities. Interim catalogs and brochures from numerous schools are available for your perusal in the Interim Director's office. **STUDENTS APPLYING FOR AN INTERIM EXCHANGE AT ANOTHER INSTITUTION MUST DO SO THROUGH THE INTERIM DIRECTOR.** A partial list of institutions participating in the Interim exchange includes:

Augsburg College, Minneapolis, MN
Augustana College, Sioux Falls, SD
Austin College, Sherman, TX
Bethany College, Lindsborg, KS
Bethel College, St. Paul, MN
Calvin College, Grand Rapids, MI
Carthage College, Kenosha, WI
Dana College, Blair, NB
Denison University, Granville, OH
Doane College, Crete, NB
Gustavus Adolphus, St. Peter, MN
Hamline University, St. Paul, MN
Hastings College, Hastings, NB
Luther College, Decorah, IA
Macalester College, St. Paul, MN
Menlo College, Menlo Park, CA
St. Olaf College, Northfield, MN
Whitworth College, Spokane, WA

Visiting Students:

PLU welcomes exchange students from other 4-1-4 institutions. We feel that the exchange students, with their diverse backgrounds, enrich our campus and we hope that our extensive curricular and extracurricular offerings during January provide a broadening experience for them in return.

PLU will waive tuition for students from other institutions that have agreed to accept PLU students on a tuition waiver exchange basis. In the event that such a waiver agreement is not possible, there will be a charge of \$1,946 (for 4 credit hours) or \$374/credit hour. Exchange students must also send a non-refundable \$15 application fee with their application. On-campus housing is required so that exchange students may participate fully in the many special activities offered during Interim. Although the final application deadline is December 1, students are urged to apply earlier since classes and dormitories tend to fill. Exchange applications should be sent to Dr. Judy Carr, Interim Director, Pacific Lutheran University, Tacoma, WA 98447.

STUDENT-INITIATED COURSES:

The Interim Committee hopes that students will wish to initiate Interim courses.

Any number of students who are particularly interested in a certain subject area may put together a course proposal and seek a faculty member to serve as a sponsor (or instructor) for the course. The same forms, deadlines and procedures that faculty members follow for course proposals will be in effect.

Deadline date for submission of proposals for the following January is April 1.

For forms and further information, please see the Interim Director, A-103.

NON-CREDIT ENRICHMENT PROGRAM:

January always offers its share of concerts, plays, and films. Check the calendar. Most events are free.

During the Interim, students and faculty alike share their time, skills and knowledge with each other in a program of educational enrichment. If you would like to contribute your time and talent or would like to make a special request for the scheduling of an event during Interim, please contact the Interim Director, A-103.

SHARE THE WEALTH:

The Interim Committee encourages professors to share special lectures, discussions and films with members of the campus community. If you would like to invite students, faculty and staff outside your class to attend a special session, please do so in the Campus Information System and Campus Bulletin (University Center, ext. 7450). If you know early in the fall that you will be inviting outsiders to participate in your class, please notify the Interim Director and such information can be listed in other publications.

NEW STUDENT AND EXCHANGE STUDENT GET TOGETHER:

If you are a new student during Interim or an exchange student, join us the evening of January 3, (Sunday) at 6:30 p.m. in the Regency Room of the University Center. There will be an orientation to the campus and geographic area, and a chance to meet some PLU students while enjoying refreshments and entertainment.

UNIVERSITY CHAPEL:

Chapel is a time of prayer and meditation set apart in the midst of daily life.

During Interim, chapel meets every Wednesday (January 6, 13, 20, 27) from 4:30 to 5:00 p.m. in the Regency Room of the University Center.

The theme for Interim 1993 is "Jesus Christ and the Problems of Love's Solutions."

The liturgy is a contemporary setting of Vespers, the ancient evening prayer of the church.

JANUARY 6: Celebrate the Epiphany -- The Journey of the Magi to the Christ Child. Meet in Red Square and join a candlelight procession to Tower Chapel for Holy Eucharist, Wednesday, 9:00 p.m.

ATHLETIC EVENTS AND RECREATION:

Don't forget the basketball games and various guided "Outdoor Adventures" throughout the Interim month sponsored by Outdoor Recreation. There will be snowshoeing, cross-country skiing, and overnight trips during the weekends.

And we hope this January will be a good month for alpine skiing!

REGISTRATION DATES:

Off-campus courses:

October 5

Continuing Students:

November 2-11

Changes in Registration:

Begins November 2

General Public Registration:

Begins November 12

Continued Registration/Changes:

Until January 6

Class schedule will be confirmed at the time of registration.

Please note the course code number (CCN) for each course. This number (not the department course number) will be entered when students register for a course through telephone registration.

SPECIAL PROCEDURES FOR OFF-CAMPUS COURSE REGISTRATION:

Registration for off-campus courses will begin October 5th. Students interested in taking an off-campus course during Interim should follow these guidelines:

1. Make an appointment with the professor conducting the tour to obtain information. Leave your name, address, and telephone number. Some instructors will advertise interest meetings on the Campus Information System.
2. CLASSES LISTED WITHOUT A CCN NUMBER REQUIRE CONTACT WITH THE INSTRUCTOR. THE INSTRUCTOR WILL ISSUE A CCN NUMBER TO YOU. ONLY students who have signed up with the instructor and received the number from this instructor will be allowed in the class. In order to obtain academic credit for the study-tour, you must (in addition to completing all applicable forms) be registered for the course.
3. Complete all forms applicable in your case (the instructor will distribute forms for insurance, liability, medical, etc.). Return these forms to the Interim office.
4. Most courses require a down payment shortly after registration. See the off-campus course instructor regarding advance payment requirements and

refund policy. Students who cancel at a late date will face non-refundable costs in some classes.

5. Please note that all special course fees are payable by December 1, 1992. These fees are in addition to tuition and are for the purpose of paying any extra expenses incurred by off-campus courses (such as airfare, lodging, etc.) As a general rule, you should plan to meet full cost of the study-tour for which you have applied by early November. FINAL PAYMENT OF THESE SPECIAL FEES (excluding tuition) MUST BE PAID BY DECEMBER 1. IN THE EVENT THAT SPECIAL FEES ARE NOT PAID BEFORE THE DEADLINE, STUDENTS WILL NOT BE PERMITTED TO ATTEND.
6. Present a "Payment Agreement" form to the cashiers at the Business Office whenever making a payment on special fees. Payment Agreements are distributed by the instructor.
7. Direct all inquiries regarding the above procedures to the professor conducting the tour or the Interim office.

EXPENSES/REGULAR FEES:

TUITION

Students at Pacific Lutheran University pay for only those courses in which they are enrolled. Tuition charges are determined by multiplying the number of credit hours for which a student registers by the appropriate tuition rate.

All full- and part-time undergraduate students and those students with a degree, not accepted into a PLU graduate program, are all charged \$374.00 per credit hour. Graduate student charges are \$395.00 per credit hour.

Undergraduate students who take from 33 to 36 credit hours during the academic year (fall, interim and spring) are granted a tuition credit to reduce their tuition to the 32-hour level. Credits above 36 hours for the academic year are charged at \$374.00 per credit hour.

Example #1	Fall	Interim	Spring
Credit Hours 36	= 16	= 4	= 16
Regular Tuition Rate	\$3084	\$1496	\$3084
Excess Hours Rate	-0-	-0-	-0-
33-36 Tuition Credit	-0-	-0-	[-\$1496]
TOTAL: \$11,968	= \$3084	= \$1496	= \$4488

Example #2	Fall	Interim	Spring
Credit Hours 32	= 14	= 4	= 14
Regular Tuition Rate	\$5236	\$1496	\$5236
Excess Hours Rate	-0-	-0-	-0-
33-36 Tuition Credit	-0-	-0-	-0-
TOTAL: \$11,968	= \$5236	= \$1496	= \$5236

Example #3	Fall	Interim	Spring
Credit Hours 28	= 12	= 4	= 12
Regular Tuition Rate	\$4488	\$1496	\$4488
Excess Hours Rate	-0-	-0-	-0-
33-36 Tuition Credit	-0-	-0-	-0-
TOTAL: \$10,472	= \$4488	= \$1496	= \$4488

ROOM AND BOARD

The University requires that all single full-time students (12 or more semester hours) live and eat meals on campus unless the student is living at home with parents or legal guardians, is 21 years of age or older during the current semester, or is of senior status (90 semester hours). All exceptions to this policy must be addressed to the Residential Life Office.

BOARD. \$150

(Students required by their academic course-work to be off-campus for more than a week at a time will receive financial consideration for meals missed. It is the students' responsibility to notify the Food Service Office by late November if they are not going to be on campus during Interim.)

ROOM. \$170

(Charged only to students who do not reside on campus during fall semester.)

For students who register early, before January 4, the total fees for the Interim are due before the beginning of classes. Payments can be made at the Business Office; bank cards are accepted. Early payments are encouraged and will result in early financial clearance. For those students who register after January 4, 1993, the full payment for the Interim is due at the time of registration.

SPECIAL FEES:

Students are advised that some courses will require additional or incidental fees. Information concerning these fees is noted in the course description in the catalog. Listed costs for Interim opportunities are as accurate as possible; however, alterations may unavoidably occur. Please check with the instructor of the course if you have questions concerning listed costs. In all instances, additional funds will be necessary for personal expenses, as is true throughout the school year.

TUITION REFUND RATES:

100% refund. January 4-5
No refund. After January 5

RIGHTS AND RESPONSIBILITIES:

Upon registration, the student and his or her parents or legal guardian, as the case may be, agree to accept the responsibility and legal obligation to pay all tuition costs, room and board fees, and other special fees incurred or to be incurred for the student's education. The University, in turn, agrees to make available to the student certain educational programs and the use of certain university facilities, as applicable and as described in the catalog. A failure to pay all University bills shall release the University of any obligation to continue to provide the applicable educational benefits and services, to include statements of honorable dismissal, grade reports, transcript of records, diplomas, or preregistrations. The student shall also be denied admittance to classes and the use of University facilities.

Financial clearance is necessary. Failure to satisfy financial requirements by the established deadlines will result in the student being placed on financial hold with the university and being charged 1.5% monthly default interest on unpaid balances over 30 days old.

Registration is not finalized until tuition and fees are paid. Contact the Student Accounts Office for current charges if a complete statement has not been received. Any currently enrolled student at Pacific Lutheran University whose prior owing balance is paid in full and who has an acceptable credit history with the university can apply for two payment options: PLU Budget Plan or the PLU Installment Plan.

Student accounts 60 days delinquent may be turned over to an outside collection

agency. Accounts which are turned over for collections will have a 40% fee added to cover the cost of collections.

Pacific Lutheran University does not discriminate on the basis of sex, race, creed, color, national origin, age, or handicapped condition in the educational programs or activities which it operates and is required by Title IX of the Education Amendments of 1972 and regulations adopted pursuant thereto, by Title VII of the Civil Rights Act of 1974, and by Section 504 of the Rehabilitation Act of 1973 not to discriminate in such manner. The requirement not to discriminate in educational programs and activities extends to employment therein and to admission thereto. Further information is available in the general university catalog.

INSURANCE:

The University makes available information on a voluntary insurance plan for all students, whether full or part-time. The plan covers illness or injury requiring treatment or surgery anywhere in the world and gives maximum coverage for a minimum premium. A brochure and application may be obtained in the Student Life Office or the Health Center.

Students in any of the following categories or activities are required to enroll in the plan or provide evidence to the University of similar coverage through another source:

1. All foreign students.
2. All students participating in off-campus Interim courses or courses with field trips extending overnight.
3. All students enrolling in ski class, ski club, or other club sports.
4. All nursing students.
5. All PLU students studying elsewhere as Interim exchange students.
6. All students in any course for which required insurance coverage is noted in the catalog.

COMPUTER FACILITIES:

The Computer Center's offices are located in the southeast corner of the lower floor of Mortvedt Library. The facility houses DEC VAX 6210, VAX 6220, and MicroVAX II computers. Large academic user rooms provide access to the VAX system, and to IBM-PC's and Macintosh computers. Only the Memorial User Room will be open during Interim. It will be open seven days a week, except January 18 (Birthday of Martin Luther King, Jr.)

CREDIT AND COURSE LOAD:

Credit hours available are indicated in each course description. Most courses carry 4 hours of credit.

The maximum course load during the Interim is 1-1/4 courses (5 semester hours). A student may not register for more than 5 semester hours unless given special permission by the Interim Director and by all instructors involved on a course overload form provided by the Interim Director's Office (A-103). Permission for a course overload will rarely be granted, and then not without careful review.

GRADING:

The instructor of a 300-320 Interim course will indicate in the catalog description which of two grading systems will be used:

1. Honors (H) for exceptional work, Pass (P), No Credit (NC). These grades do not affect the g.p.a.
2. The regular letter grades: A, B, C, D, E. (Such grades contribute to the g.p.a.) The students in a "regular letter grade" course may use one of his or her pass/fail options. Courses meeting the core requirement and other courses not numbered 300-320 will be graded in the manner of regular courses.

COURSE NUMBERING:

The numbers 300-320 designate all courses which meet the Interim requirement.

All courses with catalog numbers outside the 300-320 range will be treated as regular courses with reference to University requirements and grading practices. (Please note that these courses do NOT meet the Interim requirement.)

BUILDING SYMBOLS

- A (Hauge Administration Bldg.)
- E (Eastvold)
- G (Memorial Gym)
- H (Harstad Hall)
- I (Ingram Hall)
- L (Library)
- M (Math Building)
- O (Olson Auditorium)
- P (East Campus)
- R (Ramstad Hall)
- S (Rieke Science Center)
- X (Xavier Hall)

DAY CODES:

- M - Monday
- T - Tuesday
- W - Wednesday
- R - Thursday
- F - Friday
- S - Saturday

LIBRARY HOURS:

Monday through Thursday: 8 a.m. - 10 p.m.
Friday: 8 a.m. - 5 p.m.
Saturday: 12 noon - 6 p.m.
Sunday: 1 p.m. - 10 p.m.

FOOD SERVICE HOURS:

University Center:
Breakfast: 7:00-9:15 a.m.
Lunch: 11:30 a.m.-1:15 p.m.
Dinner: 4:30-6:15 p.m.

BOOKSTORE HOURS:

Monday through Friday:
8:30-5:00 p.m.
Extra Hours:
January 4: 8:30 a.m.-6:30 p.m.
January 5: 8:30 a.m.-6:30 p.m.

If you have specific textbook needs at other times please phone 535-7665 during regular bookstore hours and arrangements will be made to serve your needs.

TIMES FOR CLASS MEETINGS MAY VARY FROM LISTING. STUDENTS SHOULD BE FREE FULLTIME TO MEET AS THE INSTRUCTOR AND THE COURSE REQUIRE. IN MOST CASES CLASSES WILL MEET DAILY.

NOTE: There will be no classes on Monday, January 18 in celebration of Martin Luther King, Jr., Birthday holiday.

OFF-CAMPUS COURSES

THE ROLE OF TRAVEL AND TOURISM MARKETING IN ECONOMIC DEVELOPMENT: COSTA RICA AND BELIZE AS CASE STUDIES

Contact the instructor for CCN #
4 semester hours
D. McNabb
BUSA 319

This course has been prepared to provide students with a first-hand opportunity to discover how the modern hospitality, travel and tourism industry contributes to the economies of Third World nations. The rationale for the course stems from the increasingly accepted premise that marketing, as a societal process of facilitating exchange, can play a significant role in the process of economic development. A key feature of the course is students' participation at the 4th International Conference on Marketing and Development to be held in San Jose, Costa Rica. Students will be able to develop a knowledge base in these and other topical themes: the role of international trade in fostering economic development; how marketing of commodities and agricultural products impact the economies of small countries; how modern marketing can help foster development and eradicate poverty; social dimensions of development; the role of women and the family; marketing and informal markets; marketing strategies of multinational companies in developing nations; employment opportunities in the global hospitality, travel and tourism industries.

In order to meet these learning objectives, students are also scheduled to visit a number of tourist attractions in Costa Rica and Belize, including tropical rain forests, ocean beaches, wild river rafting, ruins of the ancient Mayan civilization, and snorkeling and diving along Belize's magnificent coral reef. At each of these activities, professional representatives of the local hospitality, travel and tourism industry will provide lectures and presentations which are designed to provide students with actual case histories and "how-to" experiences. Additional lectures and readings on the history, economy and future of the countries will be provided by Dr. David McNabb, PLU professor of International Marketing.

Students are required to record in a daily journal their reactions to and evaluation of specific marketing activities as presented by various business enterprises. In addition students will write detailed critical reviews of three separate papers presented at the conference.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Students must sign up with the instructor before registering for the course.
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$2,750
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 20

INNOCENTS ABROAD IN LONDON AND PARIS

Contact instructor for CCN #
4 semester hours
D. Martin and G. Martin
ENGL 300

This study-tour to London and Paris takes its title from Mark Twain's book, *The Innocents Abroad*, in which Twain portrays himself as a naive yet skeptical American visiting the sights of the Old World. Twain was one of many American writers who have lived and worked in London or Paris, among them Henry James, T.S. Eliot, and Sylvia Plath. Our reading of extensive excerpts from novels, poems, and travel books by American writers will deepen our understanding of the great literary cities of London and Paris where we ourselves will be modern innocents abroad.

Students will study a unique anthology of American travel writing about London and Paris created by the instructors and write a series of two-page essays whose topics, asking for responses to specific readings and touring experiences, are described in the workbook section of our anthology. Students will also have two assignments each day on which they report orally about galleries, museums, plays, etc. Each day's schedule will include at least one hour's writing time in addition to about six hours spent in planned group experiences.

A polar flight will take us from Seattle directly to London where we will settle into a comfortable bed-and-breakfast hotel in a crescent of eighteenth-century townhouses near the British Museum.

Like the American travelers before us whose experiences and impressions we have inherited through their writing, we will examine the classic Elgin Marbles in the British Museum and experience the glories of St. Paul's and Westminster Abbey. We will record our own reactions as modern innocents to the incomparable art collections in major galleries like the Tate and in intimate galleries like the Courtauld Institute. Art studies will focus particularly on British painting, including Hogarth, Turner, and Constable.

Americans since the days of Ben Franklin have traveled to London for its theater season. In that tradition, we will attend performances of the Royal Shakespeare Company, innovative National Theater productions, and the best of West End theater. Students will write in response to carefully prepared questions about each play we attend.

We will travel outside London on three one-day trips, traveling by train through the English countryside to the ancient cities of Canterbury and Oxford. On one trip we will divide ourselves into small groups to explore a location that intrigues us.

We will spend our last week in the Paris of Gertrude Stein, Ernest Hemingway, and F. Scott Fitzgerald, staying at a small, Left-Bank hotel near Notre-Dame, the

centerpiece of Paris. After we arrive at our hotel, we will walk out into the Paris streets, along the banks of the Seine, and then find ourselves a table at Le Dôme Café, perhaps the one where Hemingway sat when he wrote the opening of *The Sun Also Rises*.

Like Americans before us, we will explore the Louvre, travel to Chartres and Versailles and visit the works of the great French impressionist masters, now exhibited at the provocative Gare d'Orsay museum on the banks of the Seine. We will also visit and write about the best of the small museums dedicated to the work of a single artist including Rodin and Picasso.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Students must sign up with the instructor before registering for the course.
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: Approx. \$3,000 (Fee covers all expenses, including housing, all meals, travel by air, train, and boat, five theater tickets, unlimited local travel passes, all admissions, and the textbook.)
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 15

TRINIDAD AND TOBAGO: MULTICULTURISM IN THE MAKING

Contact the instructor for CCN #
4 semester hours
B. Temple-Thurston & K. Morell
ENGL 317

Trinidad and Tobago! A kaleidoscope of culture! Islands of Festivals! Travel to these Caribbean islands and experience how African, Islamic, Hindu and European cultures meet and adapt to create a vibrant and colorful multicultural lifestyle uniquely Caribbean.

How have cultures so historically diverse meshed and prospered? What role have politics and economics played in maintaining cultural harmony? How is this unique culture expressed through its art, architecture, music, religions, and literature? What is Trinidad and Tobago doing to ensure a secure and independent future, both culturally and economically? What are their formal and informal relationships with and feelings about the United States?

These are questions we'll explore through visits to a rich variety of people and places. See architectural landmarks in the bustling city of Port-of-Spain like the magnificent Red House (Parliament), the Law Courts, the cathedrals, the mosques, and the beautiful Hindu Temples. Visit the sites where the best of World Music begins: the steel band of the "pan yards," the calypso tents, the music stages. Talk to carnival artists as they create astonishing costumes for carnival 1993. Travel through the rural areas of the island and feel the

pace of a different way of life. Musicians, religious leaders, senators, writers and performers will talk with us at length, and experts in history, economics, and political science from the University of the West Indies will help us understand the global context of island life.

Then, leaving the vibrant city life of Port-of-Spain, we'll fly to the paradise of Tobago, Robinson Crusoe's island, and settle into our rustic beach cabins, where our focus will be on ecology, conservation, and a history different than that of Trinidad. Lectures and walking tours through rain forests and magnificent bird sanctuaries with knowledgeable guides will help us spot some of the world's most colorful birds and habitat. We will have a chance to do some relaxed reading, and to spend some time preparing our group projects in the tranquility of pristine white beaches and brilliant blue waters, clear and warm.

Remember, such exceptional experiences depend on careful preparation. Course requirements designed to enrich your experiences include various readings. Also, students will propose a research project in a particular area of interest, and will be encouraged to work in groups of twos or threes so that topics can be explored in depth. Other expectations include group discussions, field research, interviews, two book reviews (one fiction, one non-fiction), and a daily journal to record experiences and reflections. There will be time too for the colorful markets, the tasty cuisine, and cooling dips in the tropical waters of the Caribbean sea.

BIBLIOGRAPHY: Catherine Sunshine, *The Caribbean: Survival, Struggle, and Sovereignty*; Earl Lovelace, *The Dragon Can't Dance*; V.S. Naipaul, *A House for Mr. Biswas*; Jamaica Kincaid, *Caribbean New Wave Short Stories and A Small Place*
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Students must sign up with the instructor before registering for the course.
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$2,425
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 14
MEETING TIME AND PLACE: 9:00 a.m. - 1:00 p.m., Monday, January 4 and 9:00 a.m. - 1:00 p.m., Friday, January 27; R-207

CULTURAL TOUR OF NEW YORK CITY

Contact the instructor for CCN #
4 semester hours
C. Knapp
MUSI 301

This course will give students the opportunity to be a New Yorker for ten days and nights. We will see Broadway plays including *PHANTOM* and *LES MISÉRABLES*, plus several other plays, one Metropolitan Opera performance, one or two ballets, a concert by the New York Philharmonic, and a concert in the famous Carnegie Hall. We will spend time at the Metropolitan Museum of Art, Modern Museum

of Art, Guggenheim Museum, and the Cloisters. We will sightsee in New York City by walking, using the subway and city bus. There will be free time for personal exploration.

The first days of the class will be spent in preparing us for the magnificent works of art, the opera, plays, and concerts that we will be seeing. There will be lectures and discussions, reading assignments on how to view paintings, and slide and video presentations of the works of some of the artists that we will be viewing in the Metropolitan Museum of Art, the Modern Museum of Art, the Guggenheim Museum, and the Cloisters.

We will study and listen to the opera that we will be seeing, as well as read and discuss the plays to be seen. Part of the time will be spent in getting familiar with the different sections of Manhattan, and orientation of the layout of this huge metropolis as well as the transportation system which consists of buses and the subway system. This will prepare us for our sightseeing.

Grading will be on the basis of class attendance, participation in reading assignments before the trip, an exam, and a journal.

BIBLIOGRAPHY: Hugo, *Les Misérables*; *New York on 45 Dollars a Day*; other readings to be announced.
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Students must sign up with the instructor for this course before registering.
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$1040
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 8:30 - 11:30 a.m., M-F, P-122

INTERIM ON THE HILL

CCN 4115
4 semester hours
S. Officer
PHED 301

The U.S. has poured money into its welfare system to find solutions to poverty. The problems of homelessness and hunger continue and many who are paying for these programs blame the victims. Yes, the solutions previously used in dealing with "marginal" people have created many problems. This course provides a unique opportunity to understand some of the problems faced by homeless people as manifested in Tacoma's Hilltop area, and to contribute in some small ways to relieving those problems. We will spend the mornings working to refurbish transitional housing units under the control of the Martin Luther King Ecumenical Center. This means we will clean, paint, repair, and refurbish units which are used to house some of the more stable families. This will be hard, physical work.

The afternoons and will be spent learning, both academically and personally, what it means to be homeless. We will look at the Christian's call to service and relate it specifically to our community. We may serve meals, help in emergency shelters, talk with the people, and try to get an understanding of "homelessness". It will be a life-changing opportunity for us to live out a commitment to others, and an opportunity to learn a great deal about ourselves and about people who are homeless. If we are to contribute in some way toward finding true solutions to problems, perhaps it should begin in our community.

Assignments and expectations: The first expectation is for an open mind, and the second for your willingness to work hard on the projects and participate fully in the experience. Assignments will be readings to guide the development of a journal of each student's personal experience during this month. One short paper will be required.

BIBLIOGRAPHY: *Rachel and Her Children*
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Students must have the physical ability to do hard work. We will teach the skills, but students must be able to work hard.
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: Car-pool to downtown Tacoma
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 8:00 a.m. - 4:30 p.m., M-F. First day only class will meet from 8:30 - 11:00 a.m. in P-023

THE EXPEDITION EXPERIENCE

Contact the instructor for CCN #
4 semester hours
D. Ryan
PHED 306

"The Expedition Experience" is an interdisciplinary course designed to combine physical education and outdoor skills while pursuing academic research. The participants will organize and carry out their own research-oriented expedition of approximately seven days duration. Location, itinerary, and goal setting will be determined during the first week of Interim. Students will prepare physically, logistically, and academically for their decided goals.

Each participant will design his/her own individual or group research project to be enacted during the course of the Expedition. Such projects will be derived from a discipline of each student's interest and must be approved by the instructor. Class time each day will be spent in trip planning and in the study of wilderness skills, expedition theory and history, research design, and assorted relevant topics. Physical training will be conducted to insure preparedness for the journey. Experienced expedition veterans will be invited as occasional guest lecturers.

Grading will be based primarily upon participation, the submission of an expedition journal, and a completed report of one's research project.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Students must sign up with the instructor before registering for the course.
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$120 (This will cover a variety of expenses such as transportation costs, group equipment and assorted supplies.)
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 16
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-F, X-203

TRAMPING THE TRACKS OF NEW ZEALAND

Contact the instructor for CCN #
4 semester hours
J. Herzog
PHED 319

We may "hike the trails in the forest" in the US but in down-under New Zealand the rugged individualistic kiwis "tramp the tracks in the bush." New Zealand is famous for its "tracks" through incredibly beautiful rugged mountains, along pristine ocean beaches, and up braided glacial river valleys.

This backpacking trip will give you the opportunity to tramp several of New Zealand's world renowned tracks. In addition we will take shorter day hikes up ancient volcano craters, to glacial mountain lakes, and along sandy ocean beaches.

Between tramps we'll spend time in places such as the beautiful "garden city" of Christchurch, the recreational fun town of Queenstown (home of bungee jumping), a high country sheep station, and the incredibly beautiful fjord of Milford Sound.

January in the sparsely populated and awesomely beautiful Southern Alps of New Zealand is like July in the Cascades. Only more spectacular and varied! We'll experience high mountain passes, exotic tropical-like plants, mountain and coastal glaciers, sheep (and more sheep!), brilliant sunshine, sudden rain, warm ocean water, cold mountain streams, glaciated mountains, rolling farm land, high waterfalls, deep canyons, and a peacefulness hard to find anywhere else.

On the overnight tramps we'll need to carry backpacks of around 30 lbs. for up to ten miles a day. On these tramps we'll spend the nights in huts which are back country buildings with bunks and mattresses on which to roll out our sleeping bags, and with cooking facilities to aid us in preparing our meals. We'll need a backpack, well broken-in hiking boots, rain coat, warm sleeping bag and comfortable hiking clothes. Between tramps we'll stay in hostels, "backpackers," or cabins at motor camps. All furnish bunks with mattresses. You furnish a sleeping bag or sleeping sheet. We'll be cooking our meals in the communal kitchens. A January 5 departure and January 29 return is expected.

Accompanying us on the tramps will be an experienced life-long kiwi trumper. We'll have many opportunities to visit and enjoy life with New Zealand hosts and companions. Their language is English but many words and customs will seem foreign to us. Introductory lectures on the course will be given in November and December and the class meets on campus January 4.

Students are expected to keep a journal and will be instructed in proper safety and survival techniques. Discussions will include environmental concerns, geologic and botanic features, and political, economic and social concerns of New Zealand. A trip itinerary and further details on the course are available from Dr. John Herzog (Math Bldg. Rm 106) x7408. A first week exam will cover advance readings and safety techniques. A final exam will be given just before returning home.

BIBLIOGRAPHY: DuFresne, *Tramping in New Zealand*; Wheeler, *New Zealand - A Travel Survival Kit*; Leland, *A Yankee - Kiwi Dictionary*

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Students must sign up with instructor before registering for the course.
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$3,200 (estimated) covers travel, housing, most meals, some miscellaneous expenses.
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 16
MEETING TIME AND PLACE: For January 4 only: 10:00 a.m. - 2:00 p.m., M-110

INTERDEPARTMENTAL

THE ARTS OF CHINA

CCN 4027

4 semester hours

B. Frehse (assisted by Wu Gaolin)

IDIS 300 (ARTD/CHIN)

China has one of the longest unbroken artistic traditions in the world. From the time of the mythical Yellow Emperor to the present-day People's Republic, Chinese writers, artists, musicians, dancers, actors, clothes designers and chefs have slowly and respectfully developed their traditions to a point of profound and subtle perfection.

The instructor has just returned from a year in China studying Chinese painting and will coordinate a group of guest artists and lecturers presenting this historical survey. The primary guest artist will be visiting Chinese professor Wu Gaolin who will present an historical overview of this fascinating artistic culture. Himself a traditional painter and historian, the course will focus on the visual arts, with hands-on workshops in painting and calligraphy and lectures on the development of the visual arts. However, all the art forms of China are closely allied, and poetry, music, dance, opera, attire, cuisine and even film will be addressed. Finally, the course will address the role of the arts in revolutionary and contemporary socialist China, and discuss the future of this highly developed artistic culture in a rapidly changing world.

Students will be evaluated on mid-term and final exams as well as several short research projects which will be presented to the class.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: A,B,C,D,E

COST IN ADDITION TO TUITION: \$20.00 for film rental, materials.

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R, 1-122

ANOTHER PLACE AT THE TABLE: PROBLEMS OF AFFIRMATIVE ACTION AND INTERRACIAL RELATIONSHIPS

CCN 4637

4 semester hours

J. Moritsugu, C. del Rosario

IDIS 305 (PSYC/SOCI)

Problems of Integration: Interracial Relationships and Affirmative Action.

No one said it would be easy. Following several centuries of traditions creating classes of individuals based on their inherited physical traits, the United States endeavored to solve the problem of "racism" by providing both institutional and personal opportunities for integrating a previously segregated people. The solution has led to many difficulties, as the society struggles to adjust to the changes engendered for the sake of freedom and equality.

This interim course will examine two "problem" areas that have arisen from attempts to integrate, having first traced the history of racism and its traditions in America, and examine the theories on categorization, pseudo-speciation, and conformist tendencies that have contributed to racist attitudes and their perpetuation. One of the two issues that have arisen as the result of modern efforts to address this pernicious and tenacious past is affirmative action programs. These are institutional attempts to deal with racism and rectify past injustices which have come under increasing attack. There are concerns of favoritism, reverse discrimination, loss of traditions and identity, and perceived threats to stability and well-being. We will look at definitions of affirmative action, the program's rationale and intent, and explore its real and perceived impact on our present day society.

The second issue area has to do with interpersonal relationships as the result of decreasing barriers to contact and increasing opportunities to find common grounds. There have been concerns raised as to "interracial" friendships, dates and marriages as well as to the potential for interracial offsprings. These concerns include loss of group identity, loss of culture and traditions, loss of face, and problems of transcultural misunderstandings. Sometimes the problems have to do with cross-generational differences on world views and sense of social realities. It all makes for a potent mix.

The class will emphasize class discussion and reflection. There will be lectures, movies, guest speakers, student presentations and debates. We will call on students to think of the academic content within the context of their everyday lives and their everyday world. We will provide structured in-class experiences that will challenge students to (1) see opposing sides of societal and personal controversies related to integration and (2) present their thoughts and feelings on the topic in a clear and meaningful fashion -- both verbally and in written form. Selected readings will be assigned and worked into the classroom presentations. A final group project will be required, so that it is clear that what has been learned must also be carried on to larger social contexts.

Evaluation will be based on the following: (1) Discussion (25%). Students will receive grades for their classroom contributions. This means that attendance, speaking up, and helping others to join in the discussion are very important. (2) Diaries (25%). Daily diaries will be required. They should include reflections on what students are reading, what has gone on in class and what students are observing in the world around them. Clippings or references to public media, personal experiences or school events are encouraged. (3) Essays (25%). Four essays are required. The first three are on topics relevant to the initial three weeks of class. The fourth essay should be an integrative attempt, summarizing the students' experiences and observations as well as changes in views as a function of the class. (4) Group Project (25%). A final week project will be presented in an open forum.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: A,B,C,D,E

COST IN ADDITION TO TUITION: \$25 for video rental fees, copying costs and mileage, etc.

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-F, R-204

ON-CAMPUS COURSES

ANTHROPOLOGY

VANISHED PEOPLE'S & LOST CIVILIZATIONS: AN INTRODUCTION TO POPULAR ANTHROPOLOGY

CCN 4100
4 semester hours
D. Huelsbeck
ANTH 302

Did ancient astronauts bring civilization to Peru? Did Egyptians teach the Maya to build pyramids? Were Atlantis and Troy real places? Is Bigfoot a real creature? Did extraterrestrials interbreed with Neanderthal "cavemen" to produce modern humans?

This course examines popular anthropology, which comes from the literature widely read and discussed by the general public. Like academic anthropology the course is concerned with humans and their culture, human origins, and understanding human behavior in the past and present. Popular anthropology deals with much of the same subject matter and questions as academic anthropology, but its methods, theories, and assumptions differ. We will evaluate these popular theories and assumptions in light of current anthropological knowledge.

The goal of the class is for the student to develop a methodology for answering questions and then to practice that methodology on several interesting questions. Major topics that will be covered include the scientific method, ancient astronauts, pyramids and pyramid power, archaeoastronomy and megalithic monuments, and the question: Is anyone other than Native Americans responsible for prehistoric New World accomplishments? Activities currently planned are lectures, films, and discussions. All of these will be held on campus.

Students will participate in in-class discussions and debates, will design and conduct a pyramid power experiment, and write a research paper. Students will be evaluated on their debate-presentation, the lab report, a research paper, a final exam, and general class participation.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$5 film fee
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R, A-200

NATIVE AMERICANS OF THE WASHINGTON COAST

CCN 4045
4 semester hours
A. Renker
ANTH 306

Native American Tribes have lived along the Washington coastline for thousands of years. From the Makahs along the Pacific Coast, to the Suquamish of Puget Sound, Washington State's Tribal heritage is diverse and elegant. During Interim, the class will explore the similarities and diversity among Washington's coastal Native peoples through lectures, discussions, field trips, films, and assigned readings. Guest speakers will also enhance the Tribal curriculum.

This class stresses the importance of analytic and synthetic thinking, as well as the importance of eliminating bias in the description of social science phenomena. Strategies for strengthening analytic/synthetic skills, and for eliminating bias, are woven into the course material and class activities.

Students will be required to prepare for class, attend class, and participate in class. Evaluation will be based on attendance and participation, two short papers, a critique of an article, and an optional final exam.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$10.00 film fee
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-R, A-204B

ART

THE ARTS OF CHINA

CCN 4027
4 semester hours
B. Frehse (assisted by Wu Gaolin)
IDIS 300 (ARTD/CHIN)
(See interdepartmental listing)

CALLIGRAPHY

CCN 4101
4 semester hours
L. Edison
ARTD 301

Calligraphy is the art, history and practice of beautiful writing. In this course we will look at the history of writing and letter forms, concentrating on our Roman alphabet and its evolution from Roman times to the present, including Gothic, uncial, blackletter and Italic alphabets. Primary emphasis will be

placed on the Italic hand of the sixteenth century and its modern renaissance and adaptation. A course goal will be the student's mastery of this hand together with at least one other.

We will look at techniques for making writing tools—pens, ink, paper—as well as methods for doing illumination and construction of handmade books. We will consider some fundamental calligraphy design principles and will study calligraphy as art by considering many examples. We will try our hands at design and the Creative process.

Classes will include lectures, demonstrations, slides, movies, displays, and lots of practicing and experimenting. There will be a full day trip to Seattle to visit the collection at the University of Washington and a materials store.

Projects and exercises using the skills, techniques, and principles developed will be assigned as homework on an every-day or every-other day basis. In general, students should anticipate an average of 4 or 5 hours of work per day outside class meeting times.

Students will be evaluated on the basis of regular, attentive attendance and participation, evaluations of the exercises and projects, performance on one short exam, and demonstrated improvement. Course fee will cover the cost of basic course supplies.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$30
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, M-F, S-109

FIGURATIVE SCULPTURE

CCN 4083
4 semester hours
J. Doyle
ARTD 304

The majority of sculpture throughout western history has focused on the human figure. From the Greeks to Michelangelo and Henry Moore, artists have sculpted the human figure to express ideas and beliefs. Working from the figure is a traditional way of learning and understanding three-dimensional composition.

This course is an introduction to the processes and techniques of the sculpture studio. Students will be introduced to the basic principles and vocabulary of figurative sculpture based on work from the live model. Most of your time in class will be spent developing ideas and working with materials such as clay and plaster. A brief survey of the history of figurative sculpture is included.

Performance is evaluated by the students' ability to demonstrate an understanding of the content of the class through the completion of several studio projects. All students will be required to keep a sketch book for the class in which they develop their ideas and keep notes on the various technical processes. Students will be required to wear clothing appropriate for working with plaster and clay.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$40.00
MAXIMUM ENROLLMENT: 18
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-F, I-138

MAKING TRACKS

CCN 4135
4 semester hours
W. Huston
ARTD 313

Making Tracks will introduce students to life skills in the areas of basic carpentry, project design and basic electricity, and to group dynamics through diorama completion with a railroad motif. Students will construct a supporting platform (module); design a track plan and scenic scheme; wire their module for low Voltage electricity; learn techniques for detailing a diorama and demonstrate operation of their module in a group effort.

The course will begin with the students designing a modular model railroad that is composed of a succession of modules that, when completed, create an operational model railroad in fully scenic form. Students begin with construction of the modules including adjustable legs and proceed through laying of track, electrical wiring, selection and construction of structures, and final scenic detailing using a variety of readily available products and natural elements.

Throughout the course students will learn techniques for safely operating and using a variety of hand and power tools including saws, knives, soldering irons, drills and others.

Successful completion will require all students to work together toward a common goal. Students will have to attend class on a regular basis in order to learn the necessary skills and to complete their portion of the project.

Students will be evaluated on the quality of their module and their participation in the overall process (planning and execution).

BIBLIOGRAPHY: Kalmbach Publishing Co., *ABC's of Model Railroading*
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$60 (For wood, wiring components, track and structures, and fastening material.)
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 6:00 - 10:00 p.m., M-R, I-116

STAINED GLASS

CCN 4390
4 semester hours
M. Gulsrud
ARTD 315

A course surveying glass working techniques and materials. In the past few years glass has been experiencing a period of unusual growth in the fine and applied arts. The class will integrate an awareness of its traditions, origins, cultural influences directing its evolution and a familiarity with new techniques in stained glass as well as slumping and fusing.

Assigned problems in a variety of glass techniques will enable students to acquire glassworking skill as well as the development of design concepts.

The project will include leaded, foiled, 3-dimensional, kiln-fired and sand-blasted glass techniques. Students are encouraged to develop and use imagination and individual creative expression solving the various problems presented. No prior art experience necessary.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$45
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 18
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-F, I-126 & I-134B

REPLICATION -- GENERATION CERAMIC ART FROM MOLDS

CCN 4120
4 semester hours
D. Keyes
ARTD 316

The making of functional and conceptual objects in clay using industrial clay-working techniques and materials in a studio context is the focus of this course. Students will learn to design and produce plaster molds in developing a personal imagery which will result in a body of finished art work.

In addition to mold-making, students will learn ceramic construction, glazing, and firing techniques. Instruction will be by demonstration, slides, and lecture. Evaluation will be by critique of art work.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$60
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 16
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-F, I-144

"MYSELF": UNIQUE SOLUTIONS/VISUAL PROBLEM

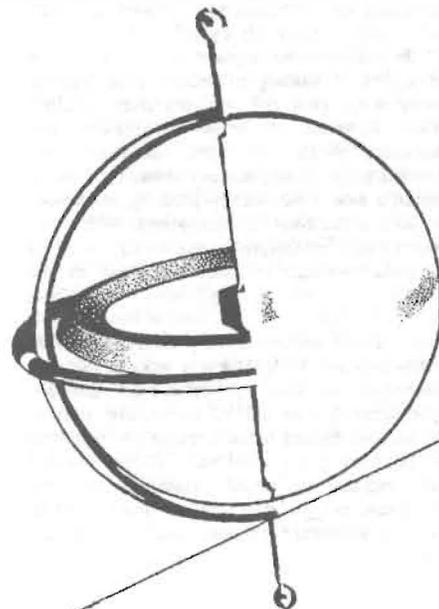
CCN 4065
4 semester hours
D. Cox
ARTD 318

This studio art course is a challenging and introspective study of the artist's own image, as only that same individual can see it. One of the most consistent themes or subjects for artists through history has been that of the artist, his or her self -- the artists looking inward, talking to or about themselves using a visual vocabulary. Everyone has heard the adage that "a picture is worth a thousand words" -- anyone who has drawn or painted knows that that's an understatement. When one talks to or about oneself visually, there are things seen that could be known no other way; there are revelations, insights.

In this study we will begin by examining landmark efforts in self-portraiture -- some of the most powerful works from years past that continue to hold their strength, as well as current or contemporary trends in self imaging. We will then begin to develop some basic skills in drawing the human image and using pencils and pens to delineate and shade. Next, we will explore a more painterly medium in using watercolor to think about ourselves and finally, we'll add the aspect of multiplicity to our imaging as we sample a taste of print-making, using either woodcuts or etching to search our souls.

Students will be given fairly basic fundamentals in each medium in order to gain a beginning level of confidence in each -- especially the foundation of drawing the human image. There is no prior experience necessary, only the sincere desire to be creative, industrious and intense in thought. It's a fun course, but not a course to just have fun.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$50.00 fee will cover most studio materials to be used in studio work.
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-F, I-124 & I-126



BIOLOGY

SALMONID ECOLOGY AND HOW TO TIE ARTIFICIAL FLIES TO CATCH THEM

Contact Instructor for CCN #
4 semester hours
D. J. Martin
BIOL 311

Throughout history, salmonids (trout, salmon, grayling, char and whitefish) have been a focal point of myth, sport and commercial trade. Salmonid strength, predictable migratory behavior, abundance and excellent table fare have made them a favorite sportfish in virtually all areas of the world that support a cold water fishery. The Pacific Northwest is particularly blessed with populations representing all of the major phylogenetic lineages of salmonids.

The importance of a resource to a culture is often indicated by the amount of legend and/or "press" that the resource receives. Reflect for a moment on the historical accounts of salmon by Native Northwest people, on major news stories such as the "Boldt Decision," "Indian Fishing Rights," "Herschel and the Steelhead of Ballard Locks" and now the "Endangered Sockeye Salmon of the Columbia River." By standards such as these, salmonids are of paramount importance to all past and present inhabitants of the northwest. This group of organisms may not possess the "cuddle factor" of a sea otter or a Smokey the Bear, but salmonids play a most central role in the economy, culture and recreational pursuits of the people of the Northwest.

Sportsmen in Great Britain have long pursued salmonids using artificial representatives (flies) of their native foods. And, although fly fishing for trout has been practiced on our continent for years, fly fishing for large salmon has really become popular only within the past decade. This fairly recent emergence of fly fishing for all salmonids as a major recreational endeavor is probably directly related to the myriad complexity of the enterprise and one's ability to choose their depth of involvement (entwinement) in it. Fly fishing for salmonids generally requires a fair knowledge of fish biology. Where do they live? What is their life cycle? What do they eat? Fly fishing also requires a mastery of form and agility in casting in order to be able to present a fly to a fish. Tying flies requires agility, a sense of form, imagination and knowledge of the form and life history of salmonid prey. Last, but not least, fly fishing is often a most aesthetically pleasing endeavor. The cold water riverine ecosystems, which are home to salmonids, are unequivocally some of the most spectacular natural settings in the world.

There will be three primary objectives to his course. First, we will gain in fact and knowledge concerning salmonid biology. Approximately one half of each daily meeting will involve formal lecture, video presentations and talks by guest speakers. Topics covered will include salmonid classification and phylogeny, external and internal structure of all major anatomical systems, conservation and

management practices, cultural importance, and discussion of the reproductive biology and life history attributes of each northwest species. A mid-term and final written exam will be used to evaluate this component of the course.

Second, artistry and dexterity will be practiced as we learn how to "tie" flies used in fishing for trout and salmon. Toward this end, most of the second half of each class meeting will involve learning tying techniques, new fly patterns and honing tying skills. Fly tying will be at the introductory level, but the skills gained will provide you with the competency to tie 90% of fly patterns commercially available. Evaluation of this portion of the course will involve observation in class and review of an end of the term project consisting of 16 personally tied flies.

Third, for those who have never cast the "long" (fly) rod (or for those who wish to develop greater casting skill), or studied where salmon live, we will set aside one day a week for casting practice/field trips. Hopefully, we can make one trip to a salmon hatchery and one trip to a local river to analyze where salmon hold, 'live,' in such rivers and gain some hands-on experience with what they eat (identifying stream dwelling critters).

A great many fly tiers and formal students of salmonid biology are not serious fishermen. Thus, a strong desire to fish is not deemed a prerequisite to this course. The main focus of the course really will be to introduce the student to the biology of salmonids and develop those skills necessary for the art of fly tying.

BIBLIOGRAPHY: Willers, *Trout Biology*
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Students must sign up with the instructor before registering for the course.
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$75
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-F, S-116

PROTEIN METHODS

CCN 4060
4 semester hours
T. Carlson
BIOL 318

Proteins determine the structural and functional properties of cells. A complex organism possesses many cell types, and the differences among these cells can be attributed to their different protein populations.

Much of the modern study of biology entails investigations related to the physical and chemical properties of proteins. Students in this laboratory course will be introduced to various standard procedures for working with proteins, including protein purification (chromatography, centrifugation, dialysis), protein assays, enzyme assays, electrophoresis of various types, and densitometry. Following

an introduction to the various methods, students will work in small groups on independent projects which employ the techniques they have learned.

Each student will keep a laboratory notebook, which will be evaluated. In addition, each student will write a formal report on the independent project. In conjunction with the report, students will be introduced to the conventions of scientific writing, to basic statistical analysis, and to methods for searching the primary literature.

Students must visit the instructor (Rieke Science Center 149, telephone 7549) before registering. Since it is probable that the class will include both beginning and advanced students, two separate sections will be organized to ensure that students with comparable backgrounds are able to work together.

BIBLIOGRAPHY: Bollag and Edelstein, *Protein Methods*; Harris and Angal, *Protein Purification Methods*; Deutscher, *Guide to Protein Purification*; Pasteur, Pasteur, Bonhomme, Catalan, and Britton-Davidson, *Practical Isozyme Genetics*; Andrews, *Electrophoresis*; Hames and Rickwood, *Gel Electrophoresis of Proteins* [Note: Readings are selections from these books.]

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Biology 161 (or equivalent) or consent of instructor.

GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$35
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 8:00 a.m. - 12:00 noon, M-F, S-129 & S-136

BUSINESS ADMINISTRATION

LAW AND THE CONSUMER

CCN 4382
4 semester hours
D. MacDonald
BUSA 303

You are standing in the living room of a unit in a new apartment complex two blocks from campus. The manager of the complex has just handed you, and asked you to sign, a three-page rental agreement form. What should you do? Should you sign without reading the form? Should you seek advice? What obligations and rights do you have as a tenant? Does your landlord have responsibilities?

Three weeks ago you bought a widget at a local convenience store. Finally, you have a chance to use it. You plug it in, and a mini explosion occurs. Your dining room wall is scorched, the rug burned and huge chunks of plaster fall from the ceiling onto you. As a result you have home repair bills and medical charges to pay. Who is liable? What implied and specific warranties and guarantees are binding? Should you just forget "bothering" the store and manufacturer in order to recover damages, and settle only with your home insurance policy?

These two situations are examples of decisions consumers must face every day. They help us understand the broader issues in our legal process. This course will address consumer issues as well as introduce you to our legal systems.

Each student will be assigned a variety of research projects. The research projects and class discussions will be the basis of student evaluations.

Several of the topics in consumer law (BUSA 303) and personal finance (BUSA 308) are inter-related (e.g. consumer credit, insurance, real estate, etc.). In order to provide a richer context for discussion and to enhance student understanding of these issues, several of the 303 and 308 sessions will be joint meetings.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Course is restricted to non-business majors.
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00 a.m. - 1:00 p.m., MTW, A-215

MANAGERS AT WORK

CCN 4330
4 semester hours
V. Sumner
BUSA 305

The purpose of this course is to analyze the differing methods of managers at work from first-time supervisors to presidents or top administrators in business and government, and to determine the impact the profit motives have on managerial methods by comparing organizations of profit-oriented business with non-profit government.

Management is a universal subject and the meaning depends upon each manager's interpretation. The Interim course focuses on what managers are doing. The periodical bibliography focuses on several management types or approaches; formalistic, competitive, collegial, situational, and management by objective.

A special emphasis will be placed on top managers and first-line supervisors. Diverse organizations, both in government and business, will be used to provide comparisons.

At the first class meeting a three-hour briefing by the instructor will introduce students to some of the practicing philosophies of management, as well as the reasoning behind their use. Guest speakers from representative organizations will be scheduled from 9:00 a.m. to 12:00 p.m. daily. These will be interspersed with field visits to organizations for on-site briefing and tours. Selected students will be assigned to general areas for research and also to question speakers in specific areas.

Each student will prepare a 10 to 14 page paper based on an interview with a working manager. It is essential that the paper include an analysis of management style and an

evaluation of how the manager administers the everyday challenges of directing his/her particular area of responsibility. A final exam will also be given.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R, A-219

STRANGERS IN PARADISE? THE ROLE OF BUSINESS IN ENVIRONMENTAL PROTECTION

CCN 4611
4 semester hours
J. Sumner
BUSA 307

Environmental quality is a continuing concern. How well is American business responding to the need for maintenance and improvement of air, land, and water quality? Environmental responsibilities can be profitable. Is the expanding number of environmental businesses responding to the challenges in an effective manner or are the current business answers merely creative advertising? Is business providing real solutions or adding to the problems? Is this emerging sector of business a good viable career path for graduates?

This course will examine enterprises which maintain or enhance environmental quality through protection or cleanup. Topics will include an introduction to the environmental issues, case analyses of various firms and in-depth studies of local success stories. On-campus lectures (featuring guests) and video presentations will be integrated with off-campus field trips to regional businesses. Current readings and a case book will provide much of the necessary background. Students will be encouraged to add current topics.

A written paper will be required. The project will be the identification and evaluation of a regional environmental problem. Focus of a regional business will be included when appropriate. The resulting paper will be 15-20 pages. Material will be graded on form and content. Other integral components of the course include a written presentation, covering the topic selected for the written project. Class participation carries weight in the grading of student performance.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R, A-223

PERSONAL FINANCIAL MANAGEMENT

CCN 4621
4 semester hours
J. Ramaglia
BUSA 308

How are you going to handle your student loan? Should you pay it off as quickly as possible, or take the maximum time allowed? What about your car? Should you consider leasing one? What do you know about insurance for your vehicle, your possessions, or yourself? Do you understand basic tax laws?

The primary objective of this course is to provide the student with the working knowledge of various aspects of personal financial management. Topics will include budget, use and misuse of credit, insurance, investments, taxes and estate planning. The course will also provide an introduction to fundamental economic concepts and terminology.

Students will be evaluated on class participation and on preparation of various exercises and a personal financial plan.

Several of the topics in consumer law (BUSA 303) and personal finance (BUSA 308) are inter-related (e.g. consumer credit, insurance, real estate, etc.). In order to provide a richer context for discussion and to enhance student understanding of these issues, several of the 303 and 308 sessions will be joint meetings.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Course is restricted to non-business majors.
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m. - 1:00 p.m., MTW, A-217

COMMUNICATING IN THE BUSINESS WORLD

CCN 4332
4 semester hours
N. Meader
BUSA 311

The purpose of this course is to enable students to develop solid communication skills that will prepare them for the changing and challenging demands of the business world. Technological, political, economic, and industry changes require that employees become more flexible, effective and efficient; develop insightful goals that can accommodate rapid changes in customer demands; use greater self-initiative and creativity in the face of limited resources and industry retrenchment/expansion; and maintain mental and physical health to handle the resulting difficulties and successes. In tomorrow's working world, professionals will get ahead because they are able to navigate through their expertise and perhaps work in small, entrepreneurial businesses.

Sales, management development, consulting, and self-management skills that will enable graduates to surmount these challenges are the focus of this course. Led by an experienced training consultant, this course will also feature weekly presentations from PLU alumni with diverse backgrounds representing various industries. The instructor will explain the basic behavioral models underlying each of these four areas and demonstrate how the models can help the graduates handle real life situations and changes they will encounter on the job. The emphasis in this course, however, is not on the instructor's words, but on the students' actions and efforts to build practical skills.

This program will benefit students by: helping them begin/continue to make the mental transition into the working world; giving them business fluency and practical experiences for a quicker learning curve on the job and a more competitive edge in the market place; enabling them to draw on the support of alumni and fellow students as they make this transition; helping them build skills that focus on identifying needs/problems, generating ideas and communicating/producing results; and giving them a "gut level" sense of how to present themselves and work with other professionals in a way that most effectively gets the graduates what they want.

By the end of the course, students will be able to: identify the elements of the change adjustment process and the types of support that help people move through change and use it to their advantage; demonstrate consultative sales techniques to promote ideas and sell products and/or services; assess presenting situations and recommend problem-solving approaches and consulting treatments; select specific self-management techniques based on their identified strengths and weaknesses that can help them increase their professional and personal effectiveness; and use management and communication techniques to give feedback, provide training, and present information to potential staff/peers/managers.

For each of the four topic areas, basic concepts will be presented followed by instructor modeling of the skills. Individual and team role plays, case studies, critical incidents, and presentations with accompanying instructor feedback will be used to strengthen student performance. Role plays may be videotaped for student review.

Students will be evaluated in terms of their course participation; completion of homework assignments; performance on several skill building case studies, role plays, discussion of critical incidents, and presentations; and a final written report. The students' scores will be based on a combination of their demonstrated performance on each skill building activity and a percentage of their skill improvement during the course.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$25 for materials
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00 - 5:00 p.m., MTR; 1:00 - 4:00 p.m., W, A-215

THE ROLE OF TRAVEL AND TOURISM MARKETING IN ECONOMIC DEVELOPMENT: COSTA RICA AND BELIZE AS CASE STUDIES

Contact the instructor for CCN #
4 semester hours
D. McNabb
BUSA 319
(See off-campus listing)

MANAGING A MULTICULTURAL WORKFORCE

CCN 4601
4 semester hours
D. Mackay
BUSA 590A

According to reports from the Department of Labor, only 32% of the new entrants into the labor force in the next ten years will be white males. This increasing diversity along with a decreasing labor pool will place new demands on managers to work effectively with people from different cultural backgrounds.

Participants in this course will (1) increase their awareness of their own cultural values and assumptions, (2) examine the effects of differences in cultural backgrounds on behavior and relationships at work, (3) explore effective ways to deal with differences in behavior and expectations caused by cultural differences, and (4) develop strategies to improve working relationships with people from different cultures.

The format of the class will be a mixture of films, guest speakers, simulations, lectures, and discussion. Evaluation will be based on an oral report on independent reading, an exam, a project, and class participation.

REQUIREMENT FILLED: Elective for MBA students
RESTRICTIONS OR PREREQUISITES: Must be a graduate student at PLU
COURSE LEVEL: This course is designed for graduate students
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 6:00 - 10:00 p.m., MTR, A-219

ENVIRONMENTAL MANAGEMENT

CCN 4340
4 semester hours
B. Ahna
BUSA 590B

This seminar is an MBA elective designed to consider the management implications of current environmental problems. The perspective taken is that of the mainstream general manager in the private business sector.

Environmental issues selected for inclusion are those that relate to the University's Interim theme of "Solutions as Problems." Day by day we see increasingly that yesterday's "solutions" to the management of natural resources and environmental issues present some of today's most challenging problems. Actions taken in the past have created our present; if the desire is to create a different future, new and different actions must be selected today. While perspectives vary on what actions are critical, the call from both industry and society is for extraordinary initiatives in the design of new environmental management practices that address mutual concerns.

This course will contribute to the environmental literacy of business managers, raise awareness of environmental needs and exemplary practices, and possibly inspire personal creativity accordingly.

Learning methods will center upon discussions with guest lecturers drawn from local corporate and environmental communities as well as from public agencies. The course will also make use of readings, case studies, instructor lectures, and videos, as well as small group and whole group activities. Time will also be allocated for summary presentations of class member's research projects.

A research project will account for 50% of the course grade for class participants, and class participation for 50%.

REQUIREMENT FILLED: MBA elective
COURSE LEVEL: The course is restricted to graduate students.
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 6:00 - 10:00 p.m., MTR, A-215

CHEMISTRY

GENERAL CHEMISTRY

CCN 4300
4 semester hours
C. Anderson & W. Giddings
CHEM 115

The course investigates structure of matter, atomic and molecular theory, and quantitative relationships. It is designed primarily for students who want to major in biology, chemistry, engineering, earth science or physics. It is also for all premedical, pre-dental, pharmacy, and medical technology students and for students planning to transfer to a dental hygiene program. Evaluation will be determined by quizzes, examinations, and laboratory reports.

REQUIREMENT FILLED: GUR
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-F, S-220; Lab: 1:00 - 4:00 p.m., MW, S-201

COMMUNICATION AND THEATRE

TELEVISION AND CULTURE: YOU ARE WHAT YOU WATCH

CCN 4403
4 semester hours
M. Bartanen
COMA 304

Television is both a solution and a problem. The "electronic eye" opens up our world in ways our ancestors could not imagine. We read less, converse differently, and seem to have different values than pre-television generations.

This course will examine the role of television in shaping culture. It will attempt to give students insight into the strengths and weaknesses of television as a source of cultural knowledge. The course will use a seminar format and will include some television viewing outside of class.

Grades will be based on a short (8-10 page) paper, a final essay examination and in-class participation. The paper will be based on very basic content analysis of television programming done to confirm or reject any of the hypotheses developed in the readings or the discussions. The course does not presume that the student is familiar with content analysis techniques.

The course will consider four topics: an overview of television theories; how television shapes our beliefs and values; the television as a "baby-sitter" and role model for children; and methods of creating "media literacy." While the course is aimed primarily at United States television, some comparisons to other societies will be made.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 - 11:50 a.m., M-F, I-109

INTRODUCTION TO PHOTOJOURNALISM

CCN 4070
4 semester hours
J. Reis
COMA 305

This course provides students with the background, theory and practice of photojournalism. The course will survey the history of photography and journalism, and then dive into examining how photographs contribute to our understanding of news. The course will look at how photographers determine how they will capture a newsworthy event.

The course combines both theory and practice. Students will take photographs while covering newsworthy events, and will create a portfolio of their pictures, including captions

and narratives that will be graded. Students will need to provide a 35mm camera and six rolls of max 400 black and white film.

Grades will be based on participation, meeting deadlines, and the portfolio. The course is open to all. It does not assume knowledge of photography or journalism theory.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$50.00 for developing and printing film.
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00 - 3:30 p.m. (plus two hours by appointment), M-R, I-109

COMMUNITIES AND COMMUNITY NEWSPAPERS

Contact the instructor for CCN #
4 semester hours
C. Rowe
COMA 314

Media scholar Jay Rosen started off a recent article with one question asked three different ways:

If everything journalists do they do in the name of "the public," what happens if no public exists?

If journalism at its best addresses us not as consumers or mere inhabitants but as citizens, what happens when citizenship decays?

If journalism's most important functions involve reporting and commentary on politics, what happens when politics falls into disrepair? What can journalists do about that?

In this course we'll be looking for answers to these and related questions.

Students need not bring a journalism background or perspective. We'll be talking a little history, political science, sociology, and economics, too. And, of course, communications technology.

Through reading, writing and discussion among ourselves and with guests from a variety of subject areas, we'll define and describe the problem to which Rosen alludes. Then, focusing on community newspapers and the publics they serve, we'll attempt to find remedies.

Finally, we'll spend three days and two nights in Port Townsend talking with journalists, public officials and other citizens about what we've found. We've also been invited to test possible remedies with the Port Townsend Leader and its readers.

This is no course to take lightly. The issue it embraces is too important, and the work demanding. But, heck, no one ever said democracy was easy.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$50 for food, lodging on field trips
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 12
MEETING TIME AND PLACE: 1:30 - 4:30 p.m., M-F, I-115

PR IN AMERICA: INFORMATION OR PROPAGANDA?

CCN 4040
4 semester hours
P. Morgan
COMA 316

From its inception in the early years of this century, public relations ironically, has suffered from its own image problem. Does the profession, as its practitioners insist, serve as a vital information source for employees, consumers, stockholders and voters? Or, as many in the media insist, is public relations merely an unpaid activity that allows organizations and government officials to bury an unsuspecting public under self-serving rhetoric? This course will carefully explore the relationship between the PR profession and the media, look closely at the ways PR proposition information in the "media mix," and examine the final products through the eyes of both sides and the consuming public. Students will be evaluated on the basis of an assigned paper and a final exam.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 - 11:50 a.m., M-R, I-115

COMPUTER SCIENCE

MICROCOMPUTER DATABASE MANAGEMENT AND DESIGN

CCN 4547
4 semester hours
K. Blaha
CSCI 313

The introduction of microcomputer database management systems has made it possible for all segments of the population to take advantage of sophisticated database software packages. Today database management systems are used by large corporations, owners of small businesses, and home computer owners. This course will introduce students to the tools and methodology needed to design, create, and manipulate a small to medium sized database.

The course is appropriate for students who are considering careers in data processing, business, or information processing. It is also intended for individuals who have a microcomputer database package and wish to make effective use of this software.

Students should have some previous experience working with microcomputers. Prior programming experience is desirable but not required to be successful in this course.

The class will meet 2 days a week for lectures and 3 days a week in a computer lab with direct instruction on microcomputers using database management software. Evaluation will be based on: regular attentive attendance, written assignments, lab assignments, and exams.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:30 a.m. - 12:00 noon, M-F, G-103

COMPUTERS IN EDUCATION

CCN 4530 (Section 1)
CCN 4531 (Section 2)
4 semester hours
C. Dörner
CSCI 317

The course is designed to 1) introduce students to the issues confronting schools which are attempting to integrate the computer into the curriculum; 2) help students develop the computer skills necessary to use the technology successfully in an educational setting; 3) teach students how to evaluate and integrate computer software into the curriculum and 4) obtain a minimal level of proficiency with a word processor and spreadsheet.

No prior computer experience is necessary to be successful in this course. Students with computer programming skills are also encouraged to attend.

Topics covered in the course will include history, research, types of software, software evaluation, copyright issues, computer literacy, teaching utilities, administrative computing, models of integrating computers into instruction, the Apple operating system, the use of printers and other peripherals, and learning the Appleworks integrated software package.

The class will meet 5 days a week for 2 1/2 hours a day. Two days a week (5 hours) will be lecture situation and the other three days (7 1/2 hours) will be direct instruction on the computer with Appleworks, software evaluation, and teacher utilities. Projects in the course will include development of a software evaluation form and 10 software evaluations; several Applework assignments; and one major term paper on computers in education. Evaluation of student progress will include the above projects plus a mid-term and a final exam.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 22
MEETING TIME AND PLACE: Section 1:
9:00 - 11:30 a.m., M-F, S-221; Section 2:
1:30 - 4:00 p.m., M-F, S-221

COMPUTER ARCHITECTURE

CCN 4508 (CSCI 385)
CCN 4509 (CSCI 590A)
2 semester hours
J. Brink
CSCI 385
CSCI 590A

This course is an introduction to the structure and operation of large computer systems. Topics include data representation, memory structure, I/O processing, and multiprocessing such as parallel, pipeline, and stack machines. Examples of the architecture of several large systems such as CRAY, TI ASC, and Intel hypercube are analyzed. Students will use an Intel hypercube or a VAX for parallel processing. Students will be graded on tests, homework and reviews of journal articles. Students enrolled in CSCI 590 will present an additional project and/or report to the class.

REQUIREMENT FILLED: Computer Science major or minor
RESTRICTIONS OR PREREQUISITES: CSCI 380
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 8:30 - 11:30 a.m., TR,G-102

OBJECT-ORIENTED DESIGN AND PROGRAMMING

CCN 4526 (CSCI 490)
CCN 4527 (CSCI 590B)
2 semester hours
G. Hauser
CSCI 490
CSCI 590B

The goal of this course is to introduce students to a new approach to program development. Programs will be viewed as systems made up of independent objects which make requests of each other in order to accomplish the program task. Methods of recognizing objects in a problem description and implementing objects in an object-oriented programming language will be the main foci of the course. Other topics will include inheritance in a class hierarchy, development of reusable code, polymorphism and dynamic binding. Several common object-oriented languages will be studied (C++, smalltalk, CLOS, Object Pascal, Ada, Eiffel) and students will write programs in at least two of these.

There will be two class meetings per week and two or three lab demonstrations of programming projects. Students will have one written assignment per week, two or three programming projects, and are expected to be active in class participation. Students will be graded on exams and performance on the above work.

REQUIREMENT FILLED: Computer Science major
RESTRICTIONS OR PREREQUISITES: Computer Science 270 or consent of instructor
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 8:30 - 11:30 a.m., MW, G-102

EARTH SCIENCE

LIVING AT THE EDGE: NATURAL EVENTS AND HUMAN DISASTERS

CCN 4930
4 semester hours
D. Foley
ESCI 305

*"Civilization exists by geological consent, subject to change without notice."
Will Durant.*

This course will investigate the occurrence of various natural events and the impacts they have upon rapidly changing human societies. Our investigation will be from two approaches. We will look at the circumstances of events such as floods and droughts, fires, earthquakes, and volcanic eruptions. We will also look at some of the current global attributes of the human condition (population growth, individual actions, government programs and poverty) that lead people to risk living in ever more hazardous terrains.

We will also look at how to live successfully in areas, such as the Puget Sound region, that are at risk from natural hazards. Often simple recognition of hazards and inexpensive mitigation and preparation will suffice to prepare us physically and psychologically for living through hazardous events.

The class will be in lecture and discussion format, supplemented by videos of both hazardous events and strategies for living with them. There will be extensive readings from both books and journal articles. The class will not be just a depressing litany of disasters, but will study how the science of understanding disaster "trigger events" gets translated into (in)action by governments. Current events and human disasters, which may or may not result from the events, will be analyzed as examples of case histories.

Letter grades will be based on class attendance and participation, two exams and a project.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-F, S-113

INTRODUCTION TO WEATHER (METEOROLOGY)

CCN 4801
4 semester hours
D. Torchia
ESCI 309

This course provides a full, balanced, and up-to-date coverage of all basic topics and principles of meteorology. Its main focus is to foster a basic understanding of the atmospheric environment. Although a portion of modern meteorology is highly quantitative, this course is designed to present the subject so that weather and its effects can be understood and appreciated by students who do not have a strong background in mathematics.

Topics to be discussed in the course include solar radiation, temperature, humidity, clouds, precipitation, violent storms, weather map interpretation and weather forecasting. Laboratories will focus on examining weather data from a variety of sources, including computer data from the U.S. Weather Service. Weather map layouts used for television forecasting will also be examined, with students interpreting the data so that they might "practice" forecasting.

Examinations and laboratory exercises, along with classroom participation, will be used to determine course grades.

The instructor, Mr. David F. Torchia, has a degree in meteorology and served for 26 years in the Air Force Forecasting Service, retiring as a Lt. Colonel. He has served as a meteorologist at KSTW - Channel 11 for 12 years. He has been teaching meteorology at the college level for 9 years.

BIBLIOGRAPHY: Lutgens, Frederick K. & Tarbuck, Edward J. *The Atmosphere, An Introduction to Meteorology*
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 1:00 - 3:30 p.m., M-F, S-220

ENGINEERING

THE ART OF ELECTRONICS

CCN 4600
4 semester hours
D. Hauelsen
ENGR 315

It all started with the transistor in 1948. Then, in 1959, came the integrated circuit and the ability to produce interconnected transistors on a single silicon chip. But the most significant advance may have been in 1971 with the invention of the microprocessor, an integrated circuit with a "brain." Today such microelectronics invade almost every corner of our lives, from wristwatches and calculators to compact disc players, cellular telephones, and computers. In the last two decades, electronics has fostered major changes in communication, transportation, manufacturing, information, entertainment, medicine, and banking. And personal computing has been created.

The Art of Electronics will introduce you to the fascinating world of microelectronic devices and circuits. While the array of applications is vast, electronic systems rely on only a few basic types of devices and a relatively small number of fundamental circuit ideas. Through a series of self-paced laboratory experiments, this course will take you through many of the techniques used to design modern microelectronic circuits. It starts with resistors and capacitors, moves on to transistors and operational amplifiers, and then goes into a variety of digital circuits including gates, flip-flops, and counters and finally to an 8-bit microprocessor.

The course is intended for anyone interested in electronic circuits, regardless of academic background or previous experience. The art rather than the mathematics of electronics is emphasized, although mathematical ability at the level of high school algebra is important. The course will consist entirely of the laboratory experiments and will be graded on the basis of a laboratory notebook and overall progress in the course.

BIBLIOGRAPHY: Paul Horowitz and Winfield Hill, *The Art of Electronics* (2nd edition)
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E,
COST IN ADDITION TO TUITION: \$20 for lab supplies
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-F, S-222

ENGLISH

INNOCENTS ABROAD IN LONDON AND PARIS

Contact instructor for CCN #
4 semester hours
D. Martin and G. Martin
ENGL 300
(See off-campus listing)

FAITH IN FICTION

CCN 4710
4 semester hours
P. Benton
ENGL 304

The title is a pun, a twist to open up a certain kind of exploratory thinking.

At one level "faith in fiction" indicates a study of modern novels in which religious faith is a central issue. I do not mean pious propaganda, but fiction that faces honestly the difficulties of intellectually mature religious belief in a secular age, a belief that is not escapist or conformist but critical and honest and open.

On another level "faith in fiction" implies that faith is always a matter of believing in a made-up story, not in the sense of a fanciful fabrication or a self-serving illusion, but as a narrative that gives meaning to the raw facts of the world and helps hold that meaning in place so we can think about it, share it, live in it if we choose.

Some of the authors we will study would not unequivocally call themselves Christians. But all take seriously the problem of "faith" as at once essential and almost impossible in our seductive and terrifying modern world. They include Agee, Greene, O'Connor, Salinger, Baldwin, Golding, Lagerkvist, Bergman. (The reading list will be set in October; please call me for a copy.)

Twice a week I'll lecture on issues at the intersection of theology and literature, introducing concepts you can use in your reading and thinking. As a class we will discuss the required reading thoroughly. Throughout the month each student will research an additional work and use it for a short paper (10 pages or so).

Required reading will take about three hours a day, the project about ten hours a week. Grades will be based on daily preparation (participation, quizzes, short in-class essays), the project, and a final exam.

BIBLIOGRAPHY: Agee. *A Death in the Family*; Greene. *The Power and the Glory*; Bergman. *Through a Glass Darkly*, *Winter Light*, *The Silence*. Salinger. *Franny and Zooey*; Baldwin. *Go Tell It on the Mountain*; Gordon. *The Company of Women*.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00 - 3:30 p.m., M-F, A-200

D.H. LAWRENCE: MODERN SOLUTIONS/POST-MODERN PROBLEMS

CCN 4704
4 semester hours
T. Campbell
ENGL 311

When English writer D.H. Lawrence looked out at his early 20th-century world he recoiled in horror and rage. What he saw (and it was a view shared by other modernists like T.S. Eliot) was a cultural wasteland, a landscape blighted by rabid industrialism and mindless materialism, a world in which human beings had been reduced to spiritless economic commodities and the great regenerative powers of religion and sex had been rendered dead or mechanical. He saw, in other works, big problems; but he also thought he saw big, potent solutions.

In his writing Lawrence emerges as a passionate critic of mechanism, waging war on stale convention and stupefying conformity while celebrating spontaneity, mystic sensuality, and "blood knowledge" -- the rich, violent, contradictory power of the unconscious. He is by turns exhilarating and vexing; he is always prickly; but he remains in some way unavoidable, even if finally difficult to pin down. Was he a sexual emancipator or a cheap pornographer? prophet or crank? visionary artist or fascist propagandist? pagan or puritan? humanist or misogynist? His champions find in his cultural critique a path to genuine solutions; his detractors find only a frightening path to even more dire problems. That debate will be the focus of the course.

Lawrence once wrote: "Whoever reads me will be in the thick of the scrimmage." Not everyone likes being there, of course; but this course will offer the stouthearted -- those who do like being challenged by a strong personality and provocative ideas -- an opportunity to take Lawrence at his word. And more than that, an opportunity to *take him on*. We'll examine his celebrated solutions to the problems of his modern world and see whether they in fact hold up in our post-modern world. We'll spend half of our time reading selections from Lawrence's work (and watching films of some of his novels), the other half reading from a range of contemporary writers who offer a pretty incendiary opposition to Lawrence (looking especially at the feminist and gay/lesbian critique). You'll have plenty of chances to register your own critical response to his ideas -- on politics, class, religion, race, psychology, ecology, sex and sexuality -- and to determine their value for our present problems. This is a discussion class, which means that talking and writing are the main events, so come prepared to play a vocal part in the on-going conversation. In addition, you'll write regular short papers, keep a regular reading journal, collaborate on a group presentation, and write a final exam.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:30 a.m. - 12:00 noon, M-F, A-212

TRINIDAD AND TOBAGO: MULTICULTURISM IN THE MAKING

Contact the instructor for CCN #
4 semester hours
B. Temple-Thurston & K. Morell
ENGL 317
(See off-campus listing)

20TH CENTURY AMERICAN POETRY

CCN 4720
4 semester hours
R. Jones
ENGL 342

American poetry has a brief but spectacularly diverse history. It has been derivative, innovative, eclectic, stubborn, and pliant. Some has been and remains as traditional as an English sonnet; some challenges the old conventions in a constant search for the *new*. It is changing and unchanging. But it is always full of surprises. It is demanding, but it's fun.

We will study the major revolutions in the techniques and themes of modern American poetry from its 19th century origins in Whitman and Dickinson through the generation of Robert Frost, William Carlos Williams, Ezra Pound, and T.S. Eliot, to the contemporary work of Levertov, Creeley, Ginsberg, Sexton, Snyder, Plath, and others.

We will read and listen to a generous sampling of poems, listen to poets reading their own work, and watch a few videotapes of significant American Poets. The first part of the course will consist primarily of a series of lectures and presentations on the major poets through Williams. The remainder of the course will consist of student presentations on poets since World War II followed by discussions of the points raised. There will be a mid-term examination, a report on an individual poet, a formal paper on an individual poet, and a final examination.

BIBLIOGRAPHY: *The Norton Anthology of Modern Poetry*

REQUIREMENT FILLED: English Major, Minor, GUR
COURSE LEVEL: Students with some background in poetry and poetic techniques
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R (students should leave Fridays open for group meetings), A-216

HEALTH EDUCATION

FAMILY CENTERED CHILDBIRTH

CCN 4755
4 semester hours
P. Hoseth
HEED 311

It is strange that there have been no provisions made to prepare young men and women for parenthood during the required years of formal schooling. The educational system prepares students well for the demands and responsibilities of citizenship, and for the professional life. It prepares them somewhat for marriage and family life, but not for pregnancy, labor and delivery. For both men and women an important part of preparation for adult life is neglected. This course is offered in an attempt to fill the gap.

The course will consider the following areas; anatomy and physiology of reproduction; pregnancy, labor and delivery; nutrition; Lamaze, Bradley and Leboyer techniques; anesthesia; postpartum; VBAC; circumcision; breast feeding; midwifery; family planning; infant care and other related topics.

Course expectations include: attendance at each class session, participation in class discussions, reading from a handbook and other texts, and evaluation of a personal nutrition record. Additional course requirements include the following: 1) research current journal articles or books within four different areas of study (Pregnancy, Labor and Delivery, Post Partum and Families of the Future), and 2) a final research paper OR a report of observations from visiting childbirth education classes in the community.

REQUIREMENT FILLED: Interim
COURSE LEVEL: This course is designed for all students. However, since the course is primarily designed for lay persons and consumers, upper division nursing students should contact the instructor prior to registering for the course.
GRADING SYSTEM: H,P,N,C
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 9:00 - 11:30 a.m., M-F, O-105

HISTORY

THE VIETNAM WAR AND AMERICAN SOCIETY

CCN 4783
4 semester hours
E. W. Carp
HIST 301

This course will examine the many changes in American society that resulted from United States involvement in the Vietnam War. Although we will discuss military strategy and guerrilla warfare, our main focus will be on the diplomatic, political, social, and cultural aspects of the war. Specific topics will include: the origins of the conflict, North and South



Vietnamese politics, the experience of American soldiers, the nature of the antiwar movement and the counter-culture, the role of media coverage of the war, the evolution of U.S. policy decisions, the morality and ethics of the war, and the "lessons" of Vietnam.

The course format will include a mixture of lecture, discussion, and the ten-part PBS series, "Vietnam: A Television History." Students will be evaluated on the basis of their participation in class discussion, two written assignments: a short analytical book review of Jeffrey Race, *War Comes to Long An*, a 10-12 page research paper, and a final examination.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 - 11:30 a.m., M-F, X-114

HOLOCAUST: THE DESTRUCTION OF THE EUROPEAN JEWS

CCN 4395
4 semester hours
C. Browning
HIST 303

This course will investigate the following themes: the development of modern anti-semitism, its relationship to fascism, the rise of Hitler, the structure of the German dictatorship, the evolution of Nazi Jewish policy, the mechanics of the Final Solution, the nature of the perpetrators, the experience and response of the victims, the reaction of the outside world, and the post-war attempt to deal with an unparalleled crime through traditional judicial procedures.

The format of the course will be a mixture of lecture, discussion and films. Students will be evaluated on the basis of: 1) The final exam; 2) One paper chosen from the following: (a) an analytical review of Claude Lanzmann's documentary movie "Shoah"; (b) a short research paper (approximately eight pages) on a relevant topic of your choice; (c) a book report on one long book or pair of short books from a list to be handed out at the beginning of class.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 9:00 - 11:30 a.m., M-F, I-100

CONTEMPORARY JAPAN

CCN 4910
4 semester hours
D. Lee
HIST 310

This course is a history of Japan since 1945. It will focus on two key areas: 1) an examination of major domestic political, economic, and socio-cultural developments in

the late Showa (1945-1988) and early Heisei (1989-1992) periods; 2) an analysis of Japanese self-identity place/role in foreign affairs. Special attention will be given to U.S. - Japan interaction.

The course will be a mixture of lecture and discussion, complemented by films and guest speakers. Students will write papers and take one exam.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 - 11:50 a.m., M-R, X-114

HISTORY OF WOMEN IN THE U.S.

CCN 4235
4 semester hours
B. Kraig
HIST 359

How did African-American women build communities and families under slavery? Why were housewives taken very seriously in the mid-nineteenth century? What steps did women take to win the right to vote, and why did they not get this right nationally until 1920?

We will consider these questions and many others, as we examine the diverse experiences of women, from the colonial era to 1993.

Come to this class ready to think and to talk! Your questions and ideas will be important aspects of the course. Other elements will include several short book reviews, a research project, and two essay exams.

REQUIREMENT FILLED: GUR
COURSE LEVEL: The course is designed for majors or advanced students but others may enroll with instructor's okay.
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., MTWR, A-117

INTEGRATED STUDIES

INTEGRATED STUDIES SEMINAR

CCN 4001
4 semester hours
P. Nordquist
INTG 351

This class is a recapitulation and integration of themes from the previous sequences, with additional readings and discussion. Students investigate an individual topic from an interdisciplinary perspective, make a formal oral presentation, and complete a substantial paper. The topic for discussion will

be the multiple crises afflicting higher education in the late twentieth century. We will look at those crises from as many perspectives as possible. All who plan to make this seminar should meet with the instructor before the end of fall semester.

REQUIREMENT FILLED: Final Core II requirement
RESTRICTIONS OR PREREQUISITES: INTG 111-112 and two additional ISP sequences
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 10:00 a.m. - 12:30 p.m., M-F, A-209

LANGUAGES

THE ARTS OF CHINA

CCN 4027
4 semester hours
B. Frehse (assisted by Wu Gaolin)
IDIS 300 (ARTD/CHIN)
(See interdepartmental listing)

INTENSIVE CHINESE: AN INTRODUCTION TO CHINESE LANGUAGE AND CULTURE

CCN 4121
4 semester hours
W. Hua
CHIN 301

The Chinese language is one of the oldest languages in the world. Its earliest written records, pictographic inscriptions on oracle bones and tortoise shells, date from more than 3,000 years ago. It is also one of the world's major languages. At least one of five people in the world now speaks Chinese.

In this course students will learn to understand and speak putonghua, or Mandarin, in everyday situations. Students will also learn to read simple Chinese texts and to write approximately 200 characters. No previous knowledge of Chinese is expected.

The course content will be similar to that of Chinese 101, making it possible for interested students to continue with Chinese 102 in spring semester.

Besides learning basic communication skills in Chinese, students will be introduced to several aspects of the Chinese culture, such as the arts, food, and philosophy. Cultural activities will include learning Chinese folk songs, reciting classical Chinese poems, preparing Chinese food, seeing slides and films about China and the Chinese people. We will also make one trip to Seattle Chinatown for a taste of authentic Chinese cuisine.

Students will be evaluated on the basis of regular quizzes, tests, daily attendance, and performance.

BIBLIOGRAPHY: *Practical Chinese Reader, Book 1; Chinese Character Exercise Book for Practical Chinese Reader, Book 1*
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$20
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:30 a.m. - 12:30 p.m., M-F, A-214

GREEK AND ROMAN COMEDY IN ENGLISH

CCN 4056
4 semester hours
E. Nelson
CLAS 361

What's so funny about going to Hell, air-headed intellectuals, or women going on sex strikes? Would you find duping parents, getting out of debts, or bashing lawyers humorous? How would you like to show up in a city where you've never been and find people who claim to know you offering you money, food, and . . . entertainment? Well? Why not spend some time with comedy classics from classical times. We will read, discuss, and laugh at the comic solutions for life's foibles with Aristophanes (Greek), Plautus and Terence (Roman), and a Medieval comedian of your choice. Two films will be included. Grading will be based on class participation, several research assignments, and a final essay and exam.

REQUIREMENT FILLED: GUR (in literature)
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-R, R-206

INTENSIVE FRENCH

CCN 4607
4 semester hours
M. Jensen
FREN 300

Intensive French is for students who are almost or altogether new to French and who wish to enjoy an intensive encounter with one of the world's most beautiful and influential languages. French language and culture have attracted the interest of people around the world and French achievements in every area have made French a sort of world language. Even a nodding acquaintance with French is sure to pay off later.

During the four weeks of the class, we'll simulate real-life situations: ordering French food, asking directions, communicating with people in Paris, Québec, Tahiti, or other French-speaking areas of the Caribbean, Africa, and Europe. Speaking and listening will be emphasized, and reading, writing, and the

structures of the language will also be important. Classes will be conducted entirely in French, ensuring that students begin to master the French system of sounds.

In the morning we'll use group work and dialogues to stimulate active learning. In the afternoon, we'll have a brief "culture break" to discuss briefly in English some single aspect of French culture. We'll use video and audio to contribute cultural depth to language learning. Students will get a glimpse of why the phrases haute cuisine and haute couture are French phrases, and will learn something of the cultural tradition behind the success of Les Misérables. We'll also use music to enhance memory. Wednesday will be set aside for independent study and use of audio-visual materials in the library.

Evaluation will be based on attendance, effort, progress, and quality of preparation as well as on performance on four tests. This class meets the prerequisite for French 102, which is offered in the spring semester.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 10:00 - 11:50 a.m. and 1:00 - 2:50 p.m., MTRF, A-202

ELEMENTARY GERMAN

CCN 4025
4 semester hours
R. Swenson
GERM 300

One of the most effective strategies for peace is the ability to communicate with other peoples. In view of the interrelatedness of the global community, the need for effective communication has never been greater than it is today. Students who would like to expand their linguistic horizons are invited to participate in a concentrated experience in German. No previous knowledge of a foreign language is required. German is the language of some 100 million speakers in Germany, Austria, and parts of Switzerland. The class will meet four hours per day, and we will learn the equivalent of an entire semester's work, so that students can continue into the second semester of the elementary course in the spring.

A great advantage in a concentrated format of this nature is that it provides for immersion in the language without the usual demands of additional work in other areas. The instruction is organized to enable students to learn well a limited number of words and structures. (In ordinary conversation we rarely use over 800 words!) While the main emphasis is on the acquisition of the spoken language, the related skills of reading and writing will also be developed. Contemporary cultural materials of the German-speaking countries will also be given considerable attention. Additional audio-lingual practice in the manipulation of the language structures can be obtained through the extensive use of cassettes that accompany the text materials.

Evaluation is based on daily participation, frequent short tests (written and oral), and use of the language laboratory materials.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m. - 1:00 p.m., M-F, A-206

THE NEW EUROPE

CCN 4016
4 semester hours
K. Flatin
SCAN 302

Since World War II when Europe lay devastated by war and internal strife, the continent has risen to resume its former position as one of the global centers of military and economic power. How did this happen and why? What forces and visions lay behind this development? Why did the federalist movement within the EC, that culminated with the Maastricht Agreement in 1991, gain the upper hand? What were the counter forces and what alternatives does Europe have when entering 1993?

The aim of this course is to provide the students with an understanding of what Europe -- East and West -- is today. We will start with the basic facts and briefly examine Europe's development in this century, including Europe's special ties to the U.S., before studying the integration process which has taken place in Western Europe.

If there is not full EC participation, is the federalist movement dead? What will the future of Europe be, with the EFTA countries about to enter the European Economic Area and former East Europe knocking on the door?

We will examine these and other issues related to "The New Europe" through the study of books, current issues of news magazines and newspapers. The students will be required to read *The European*, an English language weekly newspaper and to keep a journal of abstracts from current articles related to the topic. Students with skills in European languages will be encouraged to use these in examining material relevant to the discussions.

The format of the class sessions will be lectures, group work and discussions. Evaluation of student performance will include the journal of abstracts, a group research project and the final examination.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$25.00
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R, A-211B

MATHEMATICS

MATH! (MATHEMATICS AND YOUR EMOTIONS)

CCN 4627
4 semester hours
M. Herzog
MATH 301

This class is about choices and changes. Are you ready to choose to change the way you think about math, the way you feel about math, and the way you do math?

This class will explore the relationship between your feelings about math and your ability to be successful in your math class. You will learn ways to move from pain to power and reeducate your mind to say "I can handle MATH!" No previous successful mathematical experiences are required.

You will participate in daily discussions of feelings and experiences in math classes. You will read about, discuss, and practice ways to stop negative thinking patterns. You will learn techniques for studying math and taking tests. You will play games and explore some recreational math topics. You will also read and discuss various applications of contemporary mathematics. You will keep a daily journal. You will participate in a group project which will explore and present to the class some information about a mathematical topic.

Evaluation will be based on daily attendance, participation in class, completion of written assignments and participation to the best of your ability in all mathematical explorations.

It is expected that you will spend 2-3 hours daily reading, writing, and exploring in addition to time spend in the classroom.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-F, R-222

FINANCIAL MATHEMATICS

CCN 4073
4 semester hours
L. Nelson
MATH 307

We are all stewards of our life-styles. We set our priorities and many of these decisions are determined by our personal finances and our goals.

The mathematics of finance is relevant to the real world and to each of us. The purchase of a car, the plans for the purchase of a home, savings and borrowing, financial support for ourselves and our family, insurance, taxes, money market, financial planning and budget are all part of our real world. By the end of the course each student will have greater knowledge and confidence in the mathematics of finance and solutions for future.

Two exams, two quizzes and regular assignments will test the student's ability to analyze financial problems.

In addition to a text-book, a business analyst calculator (cost about \$25) will be necessary.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Two years of high school algebra or equivalent.
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: Approximately \$25 for analyst calculator.
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 - 11:30 a.m., M-F, G-101

MUSIC

UNDERSTANDING MUSIC THROUGH MELODY

CCN 4088
4 semester hours
D. Robbins
MUSI 102

Ever wonder how music actually works? Why composers make the choices they do? How do those choices add up to the music we like and dislike? This course is an exploration of the way music is put together. We'll focus on melody as a primary and easily understandable musical impulse which drives much of western music. After gaining a common vocabulary (non-technical!) to discuss how melodies work, we will explore melodies in works ranging from classical, opera, and popular music. While we learn about how these melodies are put together and how we can increase our appreciation of their beauty and power, we will also learn of the evolution of western music throughout history, including world music and jazz. Classes will review readings in our texts, provide audio and video examples of music and history discussed, and provide a forum for exploring selected melodies in depth. Weekly tests will keep us aware of our progress and, along with class participation, provide the basis for final grades.

BIBLIOGRAPHY: Jean Ferris, *Music, The Art of Listening* (third edition).
REQUIREMENT FILLED: GUR
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-R, E-122

CULTURAL TOUR OF NEW YORK CITY

Contact the instructor for CCN #
4 semester hours
C. Knapp
MUSI 301
(See off-campus listing)

INTENSIVE STUDY OF CHORAL MUSIC

CCN 4803
4 semester hours
R. Sparks
MUSI 304

The Choir of the West will intensively study, rehearse and perform a wide variety of works. Two weeks are spent in rehearsal and study, approximately four to five hours each day. Then the choir will tour for about 12 days, giving about 10 performances of this music.

The program is chosen to teach as many different styles as possible. We will sing in 3-5 languages and in music written from the 16th to the 20th century. Students will sing music of many styles with and without accompaniment.

Participation in all rehearsals and concerts is essential. All students will submit a "tour journal" reflecting upon their experiences on the tour, and the music performed.

Students must have auditioned and been accepted into the Choir of the West to be eligible for this course.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Students must be members of the Choir of the West.
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$200 (estimated) maximum
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 9:30 a.m. - 4:00 p.m., M-R; 9:30 a.m. - 12:00 noon, Friday, E-227

BEETHOVEN: THE ARTIST IN SOCIETY

CCN 4811
4 semester hours
D. Hoffman
MUSI 308

The pivotal figure in music in the early 19th century, Beethoven also became the role model for the emerging Romantic artist in many areas of art and literature. Described as "standing like a colossus" astride the 18th and 19th centuries, Beethoven, by the force of his will and imagination and aided by fundamental changes in the society around him, revolutionized what it meant to be an artist. As the first composer to create against the flow of contemporary society and to be fully aware of his obligation to posterity, his life is still the best model for the alienation of the artist. He was also one of the first great artists for whom artistic creation was not simply a matter of skill and craftsmanship, but also a spiritual striving almost on a par with religion.

We begin by immersing ourselves in early 19th century Vienna, studying its history, politics, and culture. We will experience the spirit of Beethoven through his own writings,

through anecdotal material, through his biographers, and most importantly through his music. Lastly, we will examine the impact of Beethoven on later 19th and 20th Century artists and try to compare the place in society of today's artists with that of Beethoven.

The course will involve a great deal of music listening, both inside and outside of class, but previous musical experience and the ability to read music will not necessarily be an advantage and are not required.

Evaluation will be based on class participation, short research projects, and "thought" papers presented to the class.

BIBLIOGRAPHY: Kerst and Krehbiel, *Beethoven: The Man And The Artist As Revealed In His Own Words*; Sonneck, *Beethoven, Impressions By His Contemporaries*; Kerman and Tyson, *The New Grove Beethoven*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: A,B,C,D,E

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R, H-101

INTENSIVE STUDY AND PERFORMANCE OF WIND LITERATURE

CCN 4800
4 semester hours
R. Bradley
MUSI 310

This course is an intensive study of and performance of wind literature. It is open to students who are members of the University Wind Ensemble. The first two weeks of Interim, Monday through Friday, 9:00 a.m. - 5:00 p.m., will include various sectional and full rehearsals of representative works from historical-stylistic eras. This study will culminate in a concert tour during the last two weeks of the Interim.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES:

Open only to students who are members of Wind Ensemble.

COURSE LEVEL: The course is designed for majors or advanced students.

GRADING SYSTEM: H,P,NC

COST IN ADDITION TO TUITION: \$300

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: Enrollment is limited to members of the Wind Ensemble.

MEETING TIME AND PLACE: 9:00 a.m. - 5:00 p.m., M-F, E-228

ON CREATIVITY

CCN 4215
4 semester hours
G. Youtz
MUSI 313

Analyzing problems and deriving appropriate solutions requires one of the most important, yet least understood facets of human experience: creativity. Most commonly associated with the arts, creativity is, in fact, a central element in all human endeavor -- from love and war, to poetry and politics.

On Creativity is an exploration of the creative state, the creative process and the creative arts. We will read about creativity from various points of view and explore our own creativity through a series of games and projects. Heavily experiential, this course makes use of in-class games and logical puzzles, the use of dream imagery as source material, and improvisation as a means and as an end. In and out of class projects exercise our unique creative tendencies in words, sounds, images and movement. Above all, the course tries to re-introduce us to the element of play which is so natural to children and so necessary to the creative process.

Each student will keep a structured journal which will hold the frequent written projects, random notes and doodles of each class member. Frequent use of free-writing and other games will keep us constantly aware of our thinking styles and our responses to things as we experience our creativity process, each student will initiate and complete an individual project. This may take the form of a musical composition or performance, a piece of writing or choreography, a visual art piece, or perhaps a logical analysis, research strategy or abstract mental construct. Evaluation will be based on the notebook, the final project both as process and product, and commitment to active participation in class activities.

BIBLIOGRAPHY: Rollo May, *The Courage to Create*; Steven Nachmanovitch, *Free Play*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: A,B,C,D,E

COST IN ADDITION TO TUITION: \$20

film rental and possible tickets to a performance.

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 6:30 - 9:30 p.m., M-R, E-228

LES MISÉRABLES: SHOULD'N'T SINGING BE FUN?

CCN 4039
4 semester hours
M. Frohnmayer
MUSI 315

This course is designed for the vocal beginner in a classroom setting. The students will be made aware of the structure of the human voice and the basic elements of producing good vocal sound. They will learn to sing through class participation, individual lessons, and concert attendance.

With better understanding of the human voice and its potential, students will become more aware of problems that can arise from taking vocal short-cuts. At the same time, they will learn to deal with these problems and start to achieve the elements of healthy, beautiful sound.

Videotapes of the human vocal production, as well as excursions to vocal music performances, will further enhance the students' knowledge of the vocal instrument as it relates to both singing and speaking.

Class participation, a paper on a related subject, and a song presentation will constitute the final grade.

There will be an additional expense for tickets to concerts and shows.

BIBLIOGRAPHY: J. Schmidt, *Basics of Singing*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H,P,NC

COST IN ADDITION TO TUITION: \$50

for tickets and transportation to concerts.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:00 - 9:00 p.m. M-R, E-227

NATURAL SCIENCES

MIND, BODY AND BEHAVIOR

CCN 4562
4 semester hours
B. Nessel
NSCI 303

The topic of this course is the ecology of self. It will be investigated from the point of view of behavioral biochemistry. Recent years have contained an explosion of information concerning the control of systems not previously considered to be particularly susceptible to either conscious or unconscious control: the immune system, healing, headaches, and emotional responses to stress. We are not really helpless when faced with blood pressure problems, illness and disease. In the course, we will look at roots of our humanness: sexuality, racism, meditation and stress, anger and happiness, the problems of personal risk management as well as the critical role of nutrition and rest in the maintenance of our emotional and physical health. Individuals cannot "be anything they want to be". There are biochemical realities which must be considered. We will address seemingly irrational behaviors such as unprotected sex, irresponsible behavior during pregnancy, aggression, selfishness, suicide, depression and repeated risk-taking.

A recent head of the National Institute of Mental Health commented that our behavior is really more "hard-wired" than we want to believe. In this course we will study the biochemistry and genetics that form the basis of the way we experience the world, both within and outside of ourselves. The course will include lectures, discussions and experiential

processes such as laboratory experiments, interactive exercises, and meditation. The class will view movies, take field trips, and hear speakers who are public servants (police and army officers, nurse, child development specialist) who will discuss their views of the underlying reasons for attitudes and behaviors of the people they serve. Students will be graded on the basis of two 1-hour exams, attendance and oral presentations, both formal and informal.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon and 2:00 - 4:00 p.m., P-33

NURSING

PERIOPERATIVE NURSING ROLE

CCN 4077
4 semester hours
S. Coleman-Aikin
NURS 312

This course is a patient-centered study of the nursing care required for an individual undergoing surgical intervention. The course should assist the student to develop knowledge of aseptic technique and goals of surgical care as it relates to the patient in surgery. The students will gain an understanding of their role as a member of the perioperative health team, as well as increasing the awareness of professional nurses in the perioperative arena of care. Students will observe the area as an option for career focus. This will provide students with exposure of perioperative nursing in this curriculum.

Students will spend two days in class prior to their clinical experiences. They will be scheduled eight hours per weekday in the perioperative arena with selected experiences, including, "scrubbing" and "circulating", and in the post-anesthesia recovery area. A final course synthesis/evaluation will take place on campus the last day of Interim.

Students will be evaluated by: (1) completion of a study guide in preparation for the clinical experiences; and (2) satisfactory clinical performance.

BIBLIOGRAPHY: Linda Groah, *Operating Room Nursing: Perioperative Practice*.

REQUIREMENT FILLED: Interim
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 18
MEETING TIME AND PLACE: The first two days will be orientation in the nursing skill laboratory. Students will then spend eight hours during weekdays in the clinical facility. There may be 2-3 days of late afternoon assignments, otherwise scheduled 7:00 a.m. - 3:00 p.m.

PHILOSOPHY

PHILOSOPHICAL ISSUES: CONSTRUCTING A WORLDVIEW

CCN 4268
4 semester hours
K. Cooper
PHIL 101

All of us hold beliefs about ourselves and the world we live in that we did not learn from science, or history, or the Church. For example, we all believe that tables and chairs continue to exist even when no one is looking, that the sun's having risen so often in the past gives us good reasons to think it will rise again tomorrow, and that it is morally wrong for teachers to assign grades based on the student's height. Why do we believe these things? More importantly, how can we tell whether we are being reasonable in believing them?

Beliefs such as the above are sometimes called "worldview-ish" beliefs: they describe the basic makeup of our world, comprising the framework for all our knowledge. This course will provide the student with an introduction to philosophy by focusing on what is perhaps most distinctive about the discipline: its formulating and criticizing of worldviews. By thinking together carefully about what we can know, what we can believe in, and how we ought to live, each of us can begin to develop a perspective on life that will be of importance throughout our days at PLU, and beyond.

Our readings will range from the very introductory (what *is* philosophical reflection, and how can we tell when it is being done well?) to the very sophisticated (can one show, once and for all, that the evil and suffering in the world disproves the existence of God -- or that it doesn't?). Plenty of time will be allotted for discussion.

There is likely to be a quiz, a 7-8 page paper, and two essay exams on questions distributed in advance. Students will not be expected to agree with any specific "right answers," but rather to think carefully and critically about the issues we discuss and to provide rational support for their views.

REQUIREMENT FILLED: GUR
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-F, A-204B

MORAL PHILOSOPHY

CCN 4919
4 semester hours
E. McKenna
PHIL 125

We all face difficult decisions in our lives--personal, political, and social. Many of the choices we must make impact our future actions and possibilities and the future of other people. It is important to think carefully and critically about the choices we face.

Philosophy's approach to moral decision making is not to provide an answer to the problems but to provide a critical stance on the issues.

In this class we will discuss some of the major moral theories of western philosophy. Specific works of focus will be Plato, Aristotle, Epicurus, Hobbes, Hume, Kant, Mill, Marx, Nietzsche, Dewey, and De Beauvoir. Each theory will be discussed in terms of specific contemporary moral issues. Specific issues will include (but not necessarily be limited to) abortion, infanticide, euthanasia, pornography, nuclear deterrence, and animal rights.

There will be three papers, four to five pages in length. There will be 4-6 unannounced Reading Responses. These will be short in-class essays written in response to a question, directly related to the reading, which I will give you. Students will be expected to participate in class discussion and occasionally to work in smaller groups to debate specific issues.

REQUIREMENT FILLED: GUR
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-F, A-204A

REPRODUCTION AND DEATH: MORAL PHILOSOPHY AT THE EDGES OF LIFE

CCN 4934
4 semester hours
P. Menzel
PHIL 315

In reproducing and dying, we raise some of the most interesting, perplexing, and controversial questions about our lives. What are sexual relations properly for? Is abortion morally permissible (should it be legally permissible)? -- if ever, when and when not? May the state require implantation of a contraceptive ("Norplant") in a woman who has previously abused pregnancy? When a prospective child has a very high risk of being born with a serious birth defect, are we morally obligated to abort it, or not to conceive it? Should parents be allowed to pre-ordain the sex of a child? What about the use of "test-tube fertilization" or surrogate motherhood by otherwise infertile couples? When may parents let very seriously defective infants die? In what ways should adults be allowed to control their own deaths in circumstances of chronic or terminal disease or disability? May families or societies let one of their members die when the person has left no wishes? How should death be defined? -- should a person be said to be still alive when full brain stem activity, heartbeat, and respiration are present but consciousness is permanently absent? When may such a person's organs be removed to save other lives? Should the same conception of life at work in the contemporary legal definition of brain-death control our view of when life begins?

Obviously these questions raise fundamental considerations about human life

and liberty. They pose a challenge both to personal decision making and to societies and governments. Despite the wide range of all these questions, much can be gained by looking at them together in one course; we might see relationships that can produce an integrated, consistent personal philosophy on ethics at the edges of life.

Readings will range across legal, political, and philosophical materials. Active participation based on thorough preparation will be expected of all class members, and one short paper, one exam, and one longer paper or a final exam will be required.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:30 -4:00 p.m., M-F, A-206

TAKING THE MYSTERY OUT OF MURDER

CCN 4441
4 semester hours
J. Nordby
PHIL 318

Forensic science is sometimes called the science of murder but there is much more to the forensic sciences than homicide investigation. The investigation of any suspicious death or puzzling scene is rich ground for practical scientific reasoning presented and defended in courts of law.

In this course, students become forensic investigators, examining evidence from reenactments of crimes or suspicious deaths that may be natural, accidental, suicidal, or homicidal. While learning about public and official investigative pressures, students learn to collect and examine physical evidence to conduct scene and laboratory examinations and tests to reach and support specific conclusions about cases, and to present the results. In short, students learn to take the mystery out of murder.

With a methodology driven by the need to produce results that withstand legal scrutiny, the forensic sciences have a unique philosophical stance. This will be demonstrated through learning what it means to recognize physical evidence, scientifically analyze it, and present the results in court. Positions on the nature of evidence and rational proof, and the effect of legal practice on scientific method, will be clarified and evaluated.

Findings, documented in report form for each case with models and diagrams for the jury, will be presented in a mock courtroom setting where they will be subject to cross examination. After the courtroom arguments are complete, videotapes of the actual case reenactment will be shown to measure the success of the conclusions established in lab and defended in court.

REQUIREMENT FILLED: Interim
COURSE LEVEL: The course is designed for all students interested in critical thinking, law, a laboratory experience, and in death investigation. Note: AIDS-screened human blood will be used in experiments.
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: Lecture: 10:00 a.m. - 12:00 noon, M-F, S-220; Lab: 1:00 - 5:00 p.m., M-F, S-201

HEALTH CARE ETHICS -- INFANTS AND CHILDREN

CCN 4933
1 semester hour
P. Menzel
PHIL 323

When may we (or ought we to) let very seriously ill or handicapped infants die rather than save them with medical treatment? May parents consent to important research on their children that poses some discernible risk of harming them? Should parents be allowed to pre-ordain the sex of their children, or to create them via hired surrogate mothers?

This class will deal with such questions by reading one book and several articles. The class will meet several times as part of the larger course on Reproduction and Death (Philosophy 315, 1:30-4:00 p.m., M-F), and several times by itself at times to be arranged. Attendance, participation in discussion, and one 5-page paper will be required.

REQUIREMENT FILLED: Elective; counts toward GUR when combined with PHIL 225.
COURSE LEVEL: Moderately advanced
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 10
MEETING TIME AND PLACE: 1:30 - 4:00 p.m., M-F (just 5 days total for the month however), plus 2 separate discussion sessions
TBA, A-206

PHYSICAL EDUCATION

PERSONALIZED FITNESS PROGRAM

CCN 4002
1 semester hour
B. Moore
PHED 100

REQUIREMENT FILLED: GUR in Physical Education
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 11:00 a.m. - 12:15 p.m., M-F, Olson Balcony

BEGINNING GOLF

CCN 4004
1 semester hour
D. Eshelman
PHED 151

REQUIREMENT FILLED: GUR in Physical Education
MAXIMUM ENROLLMENT: 24
COST IN ADDITION TO TUITION: \$20
MEETING TIME AND PLACE: 1:00 - 3:00 p.m., MWF,

BOWLING

CCN 4005
1 semester hour
B. Haroldson
PHED 155

REQUIREMENT FILLED: GUR in Physical Education
COST IN ADDITION TO TUITION: \$50
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 9:30 - 10:45 a.m., M-F, Paradise Bowl

PERSONALIZED DEFENSE

CCN 4007
1 semester hour
J. Weible
PHED 157

REQUIREMENT FILLED: GUR in Physical Education
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 7:30 - 9:00 a.m., T-F, Olson Balcony

SKIING

CCN 4006
1 semester hour
C. McCord
PHED 170

REQUIREMENT FILLED: GUR in Physical Education
COST IN ADDITION: \$80 course fee (includes transportation and professional small-group ski instruction). Students must provide own equipment and pay own lift fees (\$72 est.)
MAXIMUM ENROLLMENT: 38
LECTURE MEETING: 12:30 - 4:30 p.m., Tuesday, January 5, A-101
MEETING TIME AND PLACE: Meet in front of Harstad for van to Six Slope Lessons at Snoqualmie, Alpentel, Ski Acres: Tuesday and Thursday, Jan. 7, 12, 14, 19, 21, 26, & 28 from 12:30 - 11:30 p.m.

WEIGHT TRAINING

CCN 4010
1 semester hour
Scott Westering
PHED 177

REQUIREMENT FILLED: GUR in Physical Education

MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 10:00 - 11:30 a.m., M-F, Fitness Center

POWER IMPACT AEROBICS

CCN 4008
1 semester hour
Susan Westering
PHED 183

REQUIREMENT FILLED: GUR in Physical Education

MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 1:00 - 2:15 p.m., M-F, Olson Balcony

INTERMEDIATE TENNIS

CCN 4003
1 semester hour
D. Dickson
PHED 192

REQUIREMENT FILLED: GUR in Physical Education

MAXIMUM ENROLLMENT: 20
COST IN ADDITION TO TUITION: \$50 (for use of indoor courts). Class members are also provided a 50% reduction in cost of indoor play during month of lessons. Transportation to Sprinker is responsibility of student.
MEETING TIME AND PLACE: 1:00 - 3:00 p.m., TR, Sprinker

CO-ED VOLLEYBALL

CCN 4009
1 semester hour
Staff
PHED 244

REQUIREMENT FILLED: GUR in Physical Education

MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 7:30 - 8:45 a.m., M-F, OA

INTERIM ON THE HILL

CCN 4115
4 semester hours
S. Officer
PHED 301
(See off-campus listing)

BEYOND TRAINING – ERGOGENIC AIDS AND SPORT

CCN 4030
4 semester hours
L. Fisher
PHED 304

Throughout history, sport victories have played an important role in society, often indicating the economic and political superiority of one country over another. As a result, "winning" athletes and athletic teams are highly esteemed and often paid handsomely for their efforts.

Accompanying the sports explosion over the past 30 years has been a phenomenal increase in the use of performance-enhancing substances that increase an athlete's chances of success by removing or inhibiting barriers to performance.

This course will examine a variety of ergogenic aids (e.g. special substances or techniques beyond training regimens that are employed by athletes to improve performance) that attempt to increase performance in at least three ways: a) by improving physiological capacity directly, b) by removing psychological restraints to physiological capacity, and c) by providing a mechanical advantage specific to the sport.

Topics to be covered will include, but are not limited to: a) nutritional aids (e.g. carbohydrate loading, vitamin and mineral supplementation, protein loading), b) pharmacological aids (e.g. amphetamines, caffeine, anabolic steroids), c) psychological aids (e.g. hypnosis, covert rehearsal strategies, stress management procedures), and d) mechanical aids (e.g. extrinsic biomechanical aids, physical warm-up).

The course format will emphasize group discussions and personal reflection, in addition to daily reading assignments. Outside speakers and videotapes will also be incorporated. Students will be expected to bring in newspaper, journal, or other media representations of ergogenic aid usage in sport and in the broader society and make connections between the two. Each member will also be required to interview at least one athlete on campus in an effort to understand why she/he would choose to improve her/his performance utilizing aids other than regular training routines.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R, O-103

THE EXPEDITION EXPERIENCE

Contact the instructor for CCN #
4 semester hours
D. Ryan
PHED 306
(See off-campus listing)

SPORTS MOTIVATION

CCN 4535
2 semester hours
F. Westering
PHED 308

Sports Motivation is a stimulating and interesting course specifically designed for today's athlete, coach or anyone interested in the field of motivation. The class is based on many of the concepts from Frosty's book Make The Big Time Where You Are. Some of these key concepts are: models of winning, closing the potential performance gap, building winning attitudes, and goal setting. These assist the individuals to challenge themselves in the arena each day of their lives.

Understanding and applying these concepts will enhance the joy and fulfillment in one's life. Performance moves to new levels and the individual will have a new positive feeling about themselves and their place in life.

Students have the opportunity to do reaction papers on various motivational videos using the resources on reserve in the library. Students will write a final, self evaluation paper based on their new insights, understanding and application of the motivational tools and how they can apply them to their lives.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 8:45 - 10:00 a.m., M-F, O-104

HEALTH AND FITNESS IN THE WORKPLACE

CCN 4021
4 semester hours
G. Chase
PHED 313

Regular exercise is related to documented beneficial effects on employee health and productivity in the workplace. As a result, there is a need for training health/fitness professionals for business and industry, as well as local, state, and federal governments. Professional preparation draws from a variety of related disciplines within college and university curricula. Related areas include business, education, recreation, exercise science, nursing, and the social sciences. This course presents an overview of the health/fitness industry including the roles of medical and allied health professionals, as well as various agencies and organizations involved in employee health activities (e.g., hospitals, medical insurers, and other health management provider organizations).

Overview topics will include: 1) differences between health promotion and wellness; 2) physiological and psychological benefits of increased physical activity; 3) exercise compliance strategies; 4) integrating employee health and fitness activities with broader company goals (i.e., cost containment, human resource training, program cost to

benefit review, productivity assessment); and 5) program marketing. Class lectures and reading assignments will be complemented with outside speakers in related disciplines. Evaluation will be based on a final individual paper and a cooperative (group)-investigative learning project.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R, O-106

BODY IMAGE

CCN 4413
4 semester hours
C. Hacker
PHED 315

The rise of eating disorders and the pursuit of thinness as an ideal for women are of vital interest today. This course places abnormal eating behaviors and attitudes towards the female body in a cultural context, drawing connections between circumstances of health, food supply, women's role in society, and stereotypes of beauty. The class format will emphasize group discussions and interpersonal reflection. Outside speakers and current films will also be utilized to deepen the learner's understanding of body image in both a personal and societal context. Student assignments include a book critique, class notebook/journal, and a Diet Program analysis, and these will be the basis for course evaluation. There will be extensive reading assignments relative to the next class period. Topics include the connection between women and food; cultural definitions of beauty; eating disorders, nutrition, and biosocial factors affecting weight control.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R, O-102

OLYMPISM & AMATEUR SPORTS IDEALS

CCN 4920
2 semester hours
D. Olson
PHED 318

In a quest for meaning, values, and understanding of contemporary sports participation, we can profit from an analysis of the Olympic Games and the early Greek ideal of a "sound mind in a sound body". This course will examine the history, organization, purposes, and principles of the Olympic Games, an analysis of the "Golden Age" of Greece, and a study of present day amateur sports. Class activities will include lectures, discussions, movies, tapes, guest appearances of former Olympic coaches and athletes, amateur sports administrators, and high school and collegiate athletic directors. Students will

be evaluated on a class presentation, a written report of this oral presentation, reviews of three current articles, and a collection of reactions to movies, articles, and current happenings.

BIBLIOGRAPHY: Current issues of "The Olympian," United States Olympic Committee; Jeffrey Segrave & Donald Chu, *Olympism*; Gene Glader, *Amateurism & Athletics*.
REQUIREMENT FILLED: Interim and Sports Administration Specialization
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 10:30 a.m. - 12:00 noon, M-F, O-104

TRAMPING THE TRACKS OF NEW ZEALAND

Contact the instructor for CCN #
4 semester hours
J. Herzog
PHED 319
(See off-campus listing)

PHYSICS

A SURVEY OF MODERN COSMOLOGY

CCN 4042
4 semester hours
S. Starkovich
PHYS 306

The history of modern cosmology is replete with examples of "solutions as problems" -- instances where solutions to old problems resulted in new and exciting questions regarding the origin and evolution of the universe.

This course is a qualitative survey of the Big Bang theory of the universe -- the so-called standard cosmological model. The course is especially timely in light of recent observations and discoveries, some of which have been described in the popular press.

The educational aims of the course are to provide the student with 1) an historical account of different cosmological theories; 2) a review of the astronomical observations that are most relevant to an understanding of the universe at large; 3) a description of how the Big Bang theory provides a good explanation of these observations; and 4) a discussion of the significance of the recent discoveries.

Central to the course are several laboratory exercises designed to illustrate the basic concepts and techniques that cosmologists employ in their attempt to describe the universe and its evolution. For example, we shall learn in lecture what it means to say "the universe is expanding." We then follow this with a laboratory exercise (using recent data from the professional literature) in which we shall attempt to answer for ourselves such questions as how rapidly the universe is expanding, and whether it will continue to expand forever or re-collapse into a "Big Crunch."

The class schedule consists of four two-hour lectures and two two-hour laboratory sessions per week. Students will be expected to read the bibliography, complete the laboratory exercises, take part in class discussion, and write a short term paper on some aspect of cosmology. Ample assistance will be given to the student in identifying a paper topic that is manageable during the Interim. Evaluation will be based on the labs, the paper, and class participation.

The course will be taught at a qualitative level. The mathematics involved will not extend beyond basic algebra.

BIBLIOGRAPHY: S. Weinberg, *The First Three Minutes*; J. Trefil, *The Dark Side of the Universe*; other readings pertinent to the student's term paper.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 10:00 a.m. - 12:00 noon, M-R (lecture), S-115; 2:00 - 4:00 p.m., TR (lab), S-210

POLITICAL SCIENCE

PROBLEMS OF POLICY & ORGANIZATIONAL FAILURE

CCN 4050
4 semester hours
W. Spencer
POLS 303

Recent history affords a wealth of cases for which we can ask the related questions, "What went wrong?" and "Why do things go wrong?" From the past two decades, we can mention Watergate, campaign reforms, Iran-Contra, Challenger, Savings and Loans, Lebanon, and HUD scandals and only begin the list of such cases. But the problems of adverse effects of policy decisions are both of longer historical presence and of broader policy consideration than the citation of the more spectacular examples would suggest.

This course will utilize a largely case approach in the effort to understand the organizational, personal, and environmental dynamics of policies which fail, fall significantly short of expectations, or which generate substantial consequential problems. In some instances, the focus will be narrow, such as the Bay of Pigs operation; in others, it will be of greater breadth, as regarding education or housing, for example. A number of cases will be presented by the instructor and via required readings, but each student will be responsible for researching and presenting a case as well. Grades will be determined by two exams, the presentation, and its corresponding paper. While the course is graded on a P, F, NC basis, students should be reminded that work at least at a C- level is required in order to pass.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 10:00 a.m. - 12:30 p.m., M-F, A-210

NATIONALISM: SLEEPING BEAUTY OR FRANKENSTEIN'S MONSTER

CCN 4093
4 semester hours
D. Farmer
POLS 318

At least since the middle of the 18th century when Rousseau identified the nation with the people, the idea of nation has captured the romantic imagination and loyal attachment of wave after wave of the young. From patriotic resistance of Germans, Italians, Spaniards and others to the regime of Napoleon Bonaparte to the recent implosion of the Soviet Union, multi-national empires have collapsed or been dismembered as nations, large and small, first have awakened and then have striven to become nation-states.

This course will be conducted as a seminar to examine and to evaluate nationalism and related concepts such as nation, state, nation-state, father/motherland, and patriotism.

Topics will include examination of the following: 1) the definition of a nation, 2) the historical evolution of modern nationalism, 3) three stages of nationalism, 4) national symbols, 5) national language, 6) the nations within the Commonwealth of Independent States.

Students will be required to prepare written reports to be presented to and discussed by the class. It is expected that preparation of these reports will require extensive reading. Regular class attendance will be required.

Evaluation of students will be based on their written and oral reports, class participation and the final examination.

BIBLIOGRAPHY: Hans Kohn, *Nationalism: Its Meaning and History*; K.R. Minogue, *Nationalism*

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00 - 11:30 a.m., M-F, P-27

PSYCHOLOGY

ANOTHER PLACE AT THE TABLE: PROBLEMS OF AFFIRMATIVE ACTION AND INTERRACIAL RELATIONSHIPS

CCN 4637
4 semester hours
J. Moritsugu, C. del Rosario
IDIS 305 (PSYC/SOCI)
(See interdepartmental listing)

CULTURE AND CHILD DEVELOPMENT

CCN 4345
4 semester hours
C. Moon
PSYC 310

From the moment of birth, and perhaps even before, our culture influences who we are. In many cultures, for example, young infants are rarely out of contact with mother. They ride along on her body as she works and they sleep in her bed at night. In most white middle-class families in the U.S., in contrast, young infants spend much of their day in bassinets and sleep in a separate room from their parents.

Psychologists are becoming increasingly aware that understanding individuals means understanding their culture, and that psychology has until recently ignored the contribution of culture to individual difference. In Culture and Child Development we will explore ways in which culture may influence childhood. This inquiry will be conducted through the psychological research literature, listening to the voices of people with perspectives different from our own, and by conducting a personal investigation of how we have been influenced by culture. The course entails considerable reading for each class from an anthology of original articles and biographies, some off-campus work, evening activities such as attending films and eating in restaurants, and group project work. The group project will be based on off-campus observations or interviews. Grades will be based upon attendance (evenings included), preparation, contribution to discussion, and a project.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$50 - 100 for reading materials, project expenses and evening activities.
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-R, X-203

LIFE AND UNCERTAINTY

CCN 4609
4 semester hours
B. Baird
PSYC 319

Is finding certainty the solution to the problem of doubt or the cause of human suffering? In this class we will explore the origins of the human need to know and the consequences of believing we have found absolute certainty. Readings for the course will come from many different fields, including Psychology, Philosophy, Science, Anthropology, Religion, and others. Course requirements will include regular readings, active participation in class discussion, examinations, and a paper. Students will be required to purchase a list of assigned readings directly from the instructor. This course is open only to Ski Team members.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Only open to Ski Team members.
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: Est. \$25 for required readings.
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: TBA

RELIGION

RELIGION AND LITERATURE OF THE OLD TESTAMENT

CCN 4617
4 semester hours
J. Petersen
RELI 211

This course is an examination of the people, literature, and religion of the ancient Israelites to see what made them distinctive in the ancient world. Proceeding through a rough historical outline the course will explore the following topics: the Hebrew Bible and how we can interpret it, the formation of the Israelite people in the ancient Near East, the development of a nation, a series of religious crises, and the fate of the people under foreign conquerors prior to Roman and New Testament times. Throughout this historical exploration we will evaluate (1) the main types of literature in the collection and (2) various roles people played, such as those of the patriarchs and matriarches, covenant mediators, judges, kings, prophets, wisdom teachers and singers. Finally, we will seek to relate their struggle with important human issues to our struggles with problems today.

The requirements and means of evaluation for the course include: selected readings from *The New Oxford Annotated Bible with the Apocrypha*; NRSV and *People of the Covenant*, analyses of specific Biblical passages, discussions in class, 2-4 exams (to be chosen by the class), 1 term paper, and 1 report relating a Biblical topic to a modern issue.

REQUIREMENT FILLED: GUR
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:30 a.m. - 12:30 noon, M-F, A-204A

CHRISTIAN ETHICS: MORAL CONFUSION IN OUR DAY

CCN 4911
4 semester hours
R. Stivers
RELI 226

How nice it would be to have ready-made answers to our toughest moral problems! Old timers lament the breakdown of morality and reminisce about the 'good old days' when folks knew right from wrong and governed themselves by strict moral codes such as the Ten Commandments. Critics of the 'good old days' point to the repressive ways in which these codes were interpreted and applied, and to

the absence of entire classes of people in their formulation and expression. Some wonder if there were any such days and even if we can talk about moral absolutes in a diverse world. Did that age ever exist? If so, why has it passed? Why do time honored moral formulations no longer seem to fit? Are the codes or the age out of synch? How can we address modern ethical issues?

We will look at these questions and the apparent moral confusion of our age through the lens of Christianity and the discussion of actual case studies. Students will be expected to share their views and experiences verbally, artistically, and in writing. We will consider the great ethical issues of the day. No prior knowledge of Christianity or the moral issues will be presupposed. The course grade will be determined on the basis of class participation, several short papers, and the writing of cases out of the student's own experience.

REQUIREMENT FILLED: GUR
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 12:30 - 3:30 p.m., M-F, A-216

A GOOD GOD IN AN EVIL WORLD: PROBLEMS WITH THE SOLUTIONS

CCN 4090
4 semester hours
G. Love
RELI 300

What do we mean when we say "God's will"? When evil things happen, is it God's will? Is it God's will that children are victims of abuse? Is it God's will that our rain forests are being destroyed? If so, how can we speak of a loving God? If not, how can we say that God is acting sovereignly in the world?

This is an age-old problem. The solutions to this problem have created anything from an all-powerful, uncaring God to a God who stands by, unable to intervene in even the most tragic of situations. This class will explore the problem of evil and some of the Christian faith's representative solutions. By studying representative works from six different perspectives, we will explore the "solutions" of Calvinist, Process, Feminist, and Liberation theologies, as well as the "Person-making theodicy" and the "Free Will defense." What are the distinct problems these "solutions" raise? Along with these core readings, the class will analyze two modern films, "Fried Green Tomatoes" and "The Mission," as well as critically discuss popular works on God and evil by C.S. Lewis and Philip Yancey, and the recent novel *The Bean Trees* by Barbara Kingsolver. This class will also offer the opportunity to research a modern problem of evil; analyze one view in depth (5-page paper); and create a solution to the problem of evil (10-15 page final paper).

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-F, A-208

SOLUTIONS AS PROBLEMS IN CHRISTIAN ART

CCN 4905
4 semester hours
S. Govig
RELI 312

With his *The Quest for the Historical Jesus* (1905) Albert Schweitzer shocked the theological world. Instead of finding an authentic composite Jesus of the Gospels, Schweitzer provokes readers to join the search themselves; this is because we read our own prejudices into the texts, making any assured "success" or solution to the Mystery a part of the problem. Thus he concludes, "He comes to us as One unknown, without a name, as of old, by the lake-side, He came to those men who knew Him not. He speaks to us the same word: 'Follow thou me!' and sets us to the tasks which He has to fulfill for our time. He commands. And to those who obey Him, whether they be wise or simple, He will reveal Himself in the toils, the conflicts, the sufferings which they shall pass through in His fellowship, and, as an ineffable mystery, they shall learn in their own experience Who He is."

Testing Schweitzer's thesis is our intention. To go about this we will consider selected literary works, symbolism in Christian tradition, and films in popular culture. Following a review of Schweitzer's *Quest* and the Synoptic Gospels, we will seek "Christ-figure" imagery in fiction such as Graham Greene, *The Power and the Glory*, John Knowles, *A Separate Peace*, and Margaret Craven, *I Heard the Owl Call My Name*.

"Solutions" to the problem of selecting the authentic image of Jesus in the visual arts come next. Visits to campus sites at Trinity Church and Eastvold's Tower Chapel will follow Jane Dillenberger's introduction to the art of seeing: iconography, composition, and meaning. Films supply fascinating pathways for "tracking Jesus down" in our culture. *Man Facing Southeast*, from Argentina, together with American films such as *The Last Temptation of Christ*, *Tender Mercies* and *Cool Hand Luke* provide the fare.

An Interim paper is required, making use of Mortvedt Library resources. Each student is asked to present a "solution" combined with his or her particular interest in artistic creativity. A renewed understanding of the problem is guaranteed by the time our special interests are shared.

Quizzes and reports as announced, including a final examination.

BIBLIOGRAPHY: Jane Dillenberger, *Style and Content in Christian Art*; Biblical texts; John May and Michael Bird (eds.) *Religion in Film*.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 3:00 - 6:00 p.m., M-R, A-202

SPIRITUALITY ON THE SHORE AND ON THE SEA

Come to A-103 for CCN #
4 semester hours
D. Killen
RELI 315

Take this opportunity to discover your relationship to the sea which both nourishes and threatens us.

We will meet each Wednesday evening for class which will be used to reflect upon our weekend field trips and readings. Each weekend will begin on Friday afternoon and continue through Sunday afternoon. The following are scheduled: 1) The Makah Museum at Neah Bay where we will do a special guided tour and witness story telling of the People and the Sea. 2) A trip to La Push for the annual Winter Surf Frolic of Ocean Kayaking to observe and interview participants. 3) Participate in an American Canoe Association's Fundamentals of Coastal Kayaking course. 4) Participate in a two night seakayak camping event on Puget Sound to marine only accessible venues.

Readings will include classic and contemporary spiritual writers out of the Western Tradition and tales of the sea and its meaning out of the North American Native Tradition.

Assignments will include an individual journal, structured group reflection on these weekend experiences, and individual consultation with instructors.

Costs in addition to tuition will be assessed to cover the expenses of transportation, lodging, equipment rental, field instruction, and kayaking instruction and trip supervision. Students will be responsible for purchasing their own meals on the weekend field trips with the exception of the final weekend when students will prepare their own menus and meals as part of the trip.

The course will be pass/no credit. As this will be an integral and experiential course all portions of the course must be accomplished on schedule in order to pass.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: CCN # may be obtained in the Interim Office (A-103). Students must be able to swim and able to learn to paddle.
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$200 to cover equipment costs.
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 12
MEETING TIME AND PLACE: 7:00 - 9:30 p.m., W, A-211B; Friday 5:00 p.m. - Sunday 4:00 p.m.

SOCIOLOGY

ANOTHER PLACE AT THE TABLE: PROBLEMS OF AFFIRMATIVE ACTION AND INTERRACIAL RELATIONSHIPS

CCN 4637

4 semester hours

J. Moritsugu, C. del Rosario
IDIS 305 (PSYC/SOCI)

(See interdepartmental listing)

SOCIAL WORK

FAMILIES AND HEALTH CARE: MODELS FOR SERVICE AND PRACTICE

CCN 4080

4 semester hours

S. Seldon

SOCW 310

This course will provide the student with an overview of the health care delivery system of the U.S. and explore the impact on families when an acute or chronic illness occurs. Students will examine the various governmental and private systems of medical care, the current discussion regarding health care reform, and how families change and adapt to what health care can deliver and what it cannot. This course will be of particular interest to students who are planning for a career in health or mental health counseling or community organization, or educators of special populations. All participants will benefit by becoming a more informed health care consumer.

Class format will include lecture, discussion, field work, and on occasion, a guest speaker. Students will have required reading related to special populations and family systems (i.e., geriatric medicine, pediatrics, AIDS patients, etc.) During the final week of the course, students will submit a written paper and make an oral presentation of a selected topic relating to family development and health care.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: A,B,C,D,E

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 2:00 - 5:00 p.m., M-R, P-27, some additional field work

SPECIAL EDUCATION

STRESS IN CHILDREN AND ADOLESCENTS

CCN 4872

4 semester hours

K. Gerlach

SPED 316

While difficult to quantify the impact of stress on children's academic learning and adjustment, it is safe to say that for some children stress is a major impediment to achievement and that most children at some time experience stress. This class will present an overview of stress with emphasis on children and adolescent stressors. The major focus of the course will be on developing coping skills for children that teachers and other professionals can apply in the school setting to help alleviate the stress that children are feeling. Guest speakers will include Ted Johnstone, Tacoma Public Schools, Children and Loss; Lt. Karen Kelly, Tacoma Police Department, Gangs in Tacoma; Dr. Ruth Harms, SPI, Child Abuse; Connie Iverson, Tone School, Homeless Program; Teri Card, Greater Lakes Mental Health, Adolescent Suicide; Barbara Wright, St. Joseph's Hospital in Tacoma, Eating Disorders; Alene Coglizer, PLU Counseling and Testing, Perfectionism; Molly McCulley, Tacoma Public Schools, Kids, Teens and Drugs; Tom Murphy, Assist. Supt. Federal Way Public Schools, Handling School Tragedies; Linda Fortune, Elementary Counselor, Tacoma Public Schools, Affirmation, Visualization and Guided Imagery; and Kelley Reid, Roberts, Fitzmahon & Assoc. of Seattle, Natural Helpers. This course will be especially beneficial to education, nursing, social work, and psychology majors. A take-home exam will be given plus two (2) book reports and/or a research project must be completed. Class participation and attendance is expected of all students.

This course with SPED 190 or SPED 362 will satisfy child abuse requirements for the state of Washington.

BIBLIOGRAPHY: G. Bloom, B. Cheney, *Stress in Childhood*; K. Gerlach, *Participant's Manual - Stress in Children and Adolescents*; Larry Brendtro, *Reclaiming Youth At-Risk*; David Elkind, *Hurried Child*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: A,B,C,D,E

MAXIMUM ENROLLMENT: 40

MEETING TIME AND PLACE: 8:30 - 11:50 a.m., M-R, P-013

PRACTICUM IN SPECIAL EDUCATION

CCN 4884 (1 semester hour)

CCN 4885 (2 semester hours)

G. Williams

SPED 399

This course provides supervised experience with children and youth enrolled in special education settings. This experience may be taken locally or out of town. Placement will be made by the instructor in cooperation with local school districts. Students are to read and complete assignments and keep a daily log. Outside readings may be required depending upon assignment.

Students requesting one hour credit must complete 45 clock hours. Students requesting two hours credit must complete 90 clock hours.

This class satisfies the practicum requirement for the major and minor in special education. Specific assignments will be given in a special introductory meeting held the week of December 1, 1992. Enrollment is limited to students registered before this date. Evaluation will be based on written workbook requirements and performance in the classroom.

REQUIREMENT FILLED: Major or Minor requirement

RESTRICTIONS OR PREREQUISITES:

Students must have permission of the instructor

GRADING SYSTEM: H,P,NC

E=MC²

SUPERVISING PARAPROFESSIONALS AND VOLUNTEERS

CCN 4889
1 semester hour
K. Gerlach
SPED 475

The course is designed to provide teachers with an advanced level of knowledge concerning theoretical and practical issues involved in the use of paraprofessionals and volunteers in the classroom. In addition, the course is designed to provide schools with personnel who will assume leadership roles in the development and delivery of training programs for paraprofessionals. Topics will include: legal and ethical issues in the employment of paraprofessionals; supervision and management practices; the development of training programs; the evaluation of paraprofessional programs; and the roles and responsibilities of paraprofessionals.

The student will complete the following course competencies: identify and substantiate the important components of a paraprofessional program; demonstrate knowledge of the legal and ethical constraints on the use of paraprofessionals in special education programs; develop and implement procedures for establishing a paraprofessional program including the development of selection criteria, job description, interview and selection procedures and orientation activities; develop and implement both pre-service and in-service training programs for paraprofessionals. Essential skills include conducting needs assessments, establishing appropriate competencies, designing training activities, and evaluating the effectiveness of the training; manage paraprofessional including the use of supervisory techniques, communication of assignments and duties to paraprofessionals, appropriate feedback on paraprofessional performance, the implementation of ongoing skill development programs, and the evaluation of paraprofessional performance; describe the rationale for the use and employment of paraprofessionals and understand the role which paraprofessionals can play in the development of quality programs in special education; identify the roles played by paraprofessionals in enhancing special education programs within urban and rural settings; and describe effective means of training paraprofessionals in a preservice and inservice setting.

Although this class is designed for supervising paraprofessionals in special education, it is applicable for all teachers and support service personnel who supervise paraprofessionals or volunteers in a classroom. Students will be expected to develop a handbook for paraprofessionals or volunteers. Students will be evaluated on the basis of their handbooks and course competencies.

BIBLIOGRAPHY: Gerlach K., Vasa S., Pickett A.L. *Issues, Roles & Responsibilities: A Guide for the Teacher and Para-educator Resource Manual (Olympic ESD #114)*
REQUIREMENT FILLED: Major or Minor in Special Education, Elective in education
COURSE LEVEL: The course is designed for majors or advanced students
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 4:00 - 7:30 p.m., Mondays, P-13



STATISTICS INTRODUCTORY STATISTICS

CCN 4900
4 semester hours
R. Jensen
STAT 231

What is an average? A standard deviation? How can these statistical measures help you analyze a set of data? How does the Gallup Poll come up with answers to questions like, "Do you approve of the way the President ran the Gulf War?" Is it true that SAT scores can effectively predict how well you will do in college? If your favorite pizzeria said your favorite pizza contained four ounces of pepperoni, would you know how to test the claim? What is the probability that a sample of eight people selected from fifteen women and twelve men will contain six women?

Applied statistics tries to answer these kinds of questions. The course will provide a general introduction to the field and will consist of lectures/discussions of the material with examples used from a variety of areas and disciplines, including the social and natural sciences, communications and business. The course is appropriate for all majors.

The four exams will consist primarily of problems similar to those covered in class or assigned from the textbook. The topics covered will include descriptive methods, but will emphasize inferential ones, including estimation, significance tests and correlation analysis.

BIBLIOGRAPHY: Freund, John E. *Modern Elementary Statistics*
REQUIREMENT FILLED: Partial fulfillment of College of Arts & Sciences requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 - 11:30 a.m., M-F, A-208

Pacific Lutheran University is fully accredited by the Northwest Association of Schools and Colleges as a four-year institution of higher education and by the National Council for the Accreditation of Teacher Education for the preparation of elementary and secondary teachers, principals, and guidance counselors with the master's degree as the highest degree approved. The university is also approved by the American Chemical Society. The School of Nursing is accredited by the National League for Nursing. The School of Business Administration is accredited by the American Assembly of Collegiate Schools of Business. The Social Work Program is accredited by the Council on Social Work Education at the baccalaureate level. The Department of Music is accredited by the National Association of Schools of Music. Any current or prospective student may, upon request directed to the president's office, review a copy of the documents describing the university's various accreditations and approvals.



Address Inquiries About Interim to:
Judith Carr
Interim Director

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