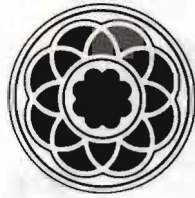




PACIFIC LUTHERAN
UNIVERSITY

1985 Interim Catalog
Culture and Technology
January 7-February 1, 1985



PACIFIC LUTHERAN
UNIVERSITY

1985 Interim Catalog
Culture and Technology

Our Theme . . .

Culture

and

Technology

- Does the word **TECHNOLOGY** mean different things to different people?
- Will “**HIGH TECH**” give us “**LOW CULTURE**”?
- Are the concepts of technology already beyond the average person?
- Are other areas of technology growing as rapidly as computer technology?
- How does humanism relate to technology?

Join us for **INTERIM 1985: Culture and Technology** and you will be able to participate in the discussion about our rapidly changing society. Classes, lectures, films and other activities will invite you to broaden your horizons.

Interim 1985
January 7-February 1, 1985

CONTENTS

Interim Courses and Requirements	4
Registration	6
Expenses	6
Activities and Events During January	5
Some Important Details Regarding Courses	7
Credit and Course Load	
Grading	
Course Numbering	
Times for Class Meetings	
Building Symbols	
Library Hours	
1985 Interim Course Descriptions	
Off-Campus Studies	8
Interdepartmental Studies	10
Departmental Studies	11

THE INTERIM COMMITTEE

Greg Guldin

Associate Professor of Anthropology

Marlis Hanson

Assistant Professor of Education

John Heussman

Director of the Library

Jon Nordby

Assistant Professor of Philosophy

Sheri Tonn, Chair

Associate Professor of Chemistry

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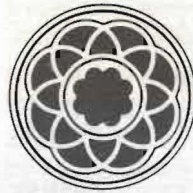
Assistant Professor of Music

Catie Dudley, Student

Ingrid Nussle, Student

Judith 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.



Address Inquiries About Interim to:
Judith Carr
Interim Director

**PACIFIC
LUTHERAN
UNIVERSITY**

Tacoma, Washington 98447
(206) 535-7130

INTERIM COURSES AND REQUIREMENTS

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).

CORE REQUIREMENT: During the Interim month of January some courses are offered to meet the core requirements. 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, dean or director of the major department or school.

ELECTIVES: The third and fourth Interim courses taken (more than 8 semester hours of 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.

INTERIM COURSES AND THE TEN-COURSE LIMIT: "Advanced" Interim courses should be included in the 10-course limit of the College of Arts and Sciences. All other 300-320 Interim courses should not be included in that limit.

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. 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 (HA-102A). The proposal must then be approved by a supervising instructor and by the chair or director of the instructor's department or school. The student is responsible for submitting the proposal, with the instructor's and chair'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 shall not receive credit, be counted toward graduation requirements, or appear on the transcript. Plans should be submitted no later than December 1. Applications are available in the Registrar's Office or from the Interim Director.

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 (HA-102A). Requests for application 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-\$15.00 non-refundable application fee.

The exchange program is open to sophomores, juniors and seniors with a cumulative grade point average of 2.00 or higher (and to freshmen by special permission of the Provost).

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.

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.** Partial list of institutions participating in the Interim exchange:

Augsburg College, Minneapolis, MN
Augustana College, Sioux Falls, SD
Austin College, Sherman, TX
Bethany College, Lindsborg, KS
Bethel College, St. Paul, MN
California Lutheran College, Thousand Oaks, CA
Calvin College, Grand Rapids, MI
Carthage College, Kenosha, WI
Coe College, Cedar Rapids, IA
Dana College, Blair, NB
Denison University, Grandville, OH
Doane College, Crete, NE
Gustavus Adolphus College, St. Peter, MN
Hamlin University, St. Paul, MN
Hastings College, Hastings, NB
Luther College, Decorah, IA
Macalester College, St. Paul, MN
Menlo College, Menlo Park, CA
St. Andrews College, Laurinburg, NC
St. Olaf College, Northfield, MN
Sheldon Jackson College, Sitka, AK
Texas Lutheran College, Seguin, TX
University of Redlands, Redlands, CA
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 \$740 for each 4-credit class (\$185/semester credit). Exchange students must also send a non-refundable \$10 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 seeking out a faculty member to serve as 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 for proposals for the following January is April 1.

For forms and further information, please see the Interim Director, HA-102A.

ACTIVITIES & EVENTS

NON-CREDIT ENRICHMENT PROGRAM

During the Interim, students and faculty alike share their time, skills and knowledge with each other in a program of educational enrichment. There has been instruction and interest sharing in such varied areas as Swahili, sailing, back massage, Christian growth and evangelism, kite-making, job search techniques, bread baking, grass roots politics, and beledi (belly dancing). 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, HA-102A.

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

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 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 6 (Sunday) at 7:00 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 set apart for hearing the Gospel proclaimed in the midst of daily life and for giving praise to God. A variety of services will be used including both traditional and contemporary liturgies. Brief meditations are frequently offered by the University Pastors or special guests.

University Chapel meets during Interim from 9:30 to 9:50 a.m. on Tuesdays and Thursdays in the Regency Room (University Center).

ATHLETIC EVENTS AND RECREATION

Don't forget the basketball games and the 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

Continuing students
Registration appointment cards
will be mailed to each
continuing student.

November 5-16

Changes in Registration After November 16
General Public Registration After November 16
Registration/Changes January 7-9

Class schedule will be confirmed at the time of registration.

SPECIAL PROCEDURES FOR OFF-CAMPUS COURSE REGISTRATION

Secure off-campus information forms from directors of individual off-campus courses any time after October 3. Complete registration as noted above. You will be required to pay 10 percent of the cost (tuition excluded) to hold a place in the class at the time of registration. Final payment (excluding tuition) must be paid by December 2. Tuition charges are due on the first day of class.

EXPENSES

REGULAR FEES

CCP Cost

STUDENT CLASSIFICATION

Hours***	1984-85 Seniors*			Cont. Educ.**
	Under-graduate	& Nursing Students++	Graduate	
1-9	\$185/cr. hr.	\$185/cr. hr.	\$185/cr. hr.	Various
10-15	\$2775	\$185/cr. hr.	\$185/cr. hr.	Tuition
16-Up	\$2775+	\$2775+	\$2775+	Rates
	\$175/cr. hr. above 15	\$175/cr. hr. above 15	\$175/cr. hr. above 15	/cr. hr.

*32 hours or less to graduate as of beginning of Fall 1984 semester

**Continuing Education courses are not included in the CCP rate (billed separately)

***Audit (non-credit) courses will be considered regular hours covered by the CCP

+ + Those students not only accepted by the university, but also formally admitted to the School of Nursing.

MULTIPLE TERM CREDIT (MTC)

Full-time students enrolled in Fall and/or Spring plus Interim may qualify for Multiple Term Credit.

Term	Rate	MTC	CCP Rate
Fall only	\$2775	NA	\$2775 (15 hr. max.)
Fall or Spring & Interim	\$3525	(\$200)	\$3325 (20 hr. max.)
Fall, Interim & Spring	\$6300	(\$350)	\$5950 (35 hr. max.)
Fall & Spring	\$5550	NA	\$5550 (\$15 hr. max. ea. sem.)
Interim only	\$ 750	NA	\$ 750 (5 hr. max.)

TERM LOAD FLEXIBILITY (TLF)

Term Load Flexibility (TLF) allows for any combination of regular hours during the academic year, up to 35, for a maximum charge of \$5950. Examples are:

#1	Fall	Interim	Spring
Credit Hours	13	5	17
Tuition	\$2775	\$750	\$2775
MTC Credit	-0-	(\$200)	(\$ 150)
Extra Hours	-0-	-0-	\$ 350
TLF Credit	-0-	-0-	(\$ 350)
Total: \$5950	= \$2775	+ \$550	+ \$2625
#2	Fall	Interim	Spring
Credit Hours	17	-0-	18
Tuition	\$2775	-0-	\$2775
MTC Credit	-0-	-0-	-0-
Extra Hours	\$ 350	-0-	\$ 525
TLF Credit	-0-	-0-	(\$ 475)
Total: \$5950	= \$3125	+ -0-	+ \$2825

Board \$ 95.00

(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.)

Room \$ 95.00

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

For students who register early, before January 7, 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 7, 1984, 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 (less \$25.00) January 7-9

No refund After January 9

INSURANCE

The University makes available 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. It may be purchased in the Business Office only during registration periods.

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 attending school elsewhere as Interim exchange students.

A SPECIAL CALENDAR OF EVENTS FOR THE MONTH OF JANUARY WILL BE PUBLISHED. WATCH FOR IT!

DETAILS REGARDING COURSES

CREDIT AND COURSE LOAD

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

The maximum course load during the Interim is 1- $\frac{1}{4}$ courses (5 semester hours). Students should have the approval of the instructors of their 4-hour courses before enrolling in additional 1-hour courses. 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 form provided by the Registrar's Office.

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) (the registration will not be recorded). 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 four pass/fail options. Courses meeting the core requirement and other courses not numbered 300-320 shall 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

HA	Hauge Administration Building
E	Eastvold
EC	East Campus
MG	Memorial Gymnasium
H	Harstad Hall
I	Ivy Hall
IN	Ingram Hall
L	Library
M	Math Building
OA	Olson Auditorium
R	Ramstad Hall
T	Tinglestad Hall
X	Xavier Hall

LIBRARY HOURS

Monday through Thursday	8 a.m.-11 p.m.
Friday	8 a.m.- 9 p.m.
Saturday	10 a.m.- 9 p.m.
Sunday	11 a.m.-11 p.m.
January 27	8 a.m.- 5 p.m.

BOOKSTORE HOURS

Monday through Friday	8:30 a.m.-5:00 p.m.
Extra Hours:	Monday, January 7, 5:30-7:30 p.m.
	Tuesday, January 8, 5:30-7:30 p.m.

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.

Pacific Lutheran University is fully accredited by the North west 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.

698316 History 316
**RECENT JAMAICAN HISTORY:
 SOCIAL CHANGE, DEVELOP-
 MENT, AND APPROPRIATE
 TECHNOLOGY**

4 semester hours
 J. Bermingham

This class will tour Jamaica for three weeks. It will focus on the cultural and social impacts of development in Jamaica since independence, and there will be lectures and discussions concerning both internal and external forces for change in the society. Within this context the class will examine the importance of technology and its effects on social change in the realm of public health, communications, heavy industry, transportation, mining, and business.

This class will meet with prominent Jamaicans from the private sectors, public agencies, education, public health, and the media as well as with representatives from political, religious, and cultural groups. To understand the basis for the current situation in Jamaica, the tour will visit some important historical sites and suggest their legacies.

Besides *active* participation in the tour students will have two class assignments. Each student is required to maintain a journal of daily observations on Jamaican society. Secondly, each student will write a short paper discussing the impact of technology on Jamaica in one sector of the society. For example, the student might choose to focus on the applicability of medical technology for the public health needs of urban and rural communities in the context of the society's resources, or one might examine the impact of television and media technology for unifying or splitting social cohesiveness. The research basis for these papers will come primarily from discussions, guest speakers, and observation opportunities in Jamaica.

BIBLIOGRAPHY: Michael Manley, *Jamaica: Struggle on the Periphery*; Aggrey Brown, *Colour and Class in Jamaica*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: approximately \$1,000.00-\$1,100.00

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

698309 Music 309
LONDON! A CULTURAL TOUR
 4 semester hours
 C. Knapp

In this cultural tour of one of the oldest and most perennially exciting cities in the Western world we do our best to savor as complete a cross-section as possible of the many artistic and historical offerings with which the metropolis tempts its visitors. We will try to experience as many of the intriguing things to see, hear, and do as is feasible in 10 days.

From landing at the Hethrow Airport, plans are to go directly to Windsor Castle for a tour of this legendary castle and its charming town. The next day will begin with a half day's guided tour of London where we will get a bird's eye view of the great city. Beginning the next day, the London Underground (subway) and walking will be our primary mode of transportation for a more complete tour of London which includes Buckingham Palace and the Changing of the Guard, Scotland Yard, Houses of Parliament, Piccadilly Circus, Hyde Park, Speakers' Corner, Madame Tussauds, Tower of London, London Bridge, Our Lady of Threadneedle Street (financial district), the London Stock Exchange, and many other famous places of interest.

Museums to be included on the tour are the British Museum of Natural History, National Gallery of Art, Victoria and Albert Museum, Tate Gallery and the Wallace Collection. The cathedrals and churches to be seen include St. Paul's Cathedral, Westminster Abbey, and Southward Cathedral. The London cathedrals are, of course, unrivaled.

Plans are to visit Stratford-on-Avon, Bletheim Castle and Oxford, recognized as great cultural and historical sites.

We will attend a performance each evening of an opera, ballet, symphony concert or a play held at such places as the Queen Elizabeth Hall, Royal Festival Hall, the Coliseum, and the many London Theatres. London boasts of some of the finest performances to be found.

The first week of this course will prepare students, on campus, for an extensive tour of the London area. We will study the operas, ballets, symphonies and plays that we will see. Students will compile a journal which will include the places visited.

There will be some enriching interaction with Dr. Govig's Religion Class which begins in the British Museum and includes a study of the Cathedrals in London. There will be free time to browse and shop in the many interesting shopping districts that London boasts!

Bring your cameras! In this scenic and historical city opportunities for the amateur photographer are virtually limitless!

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$1,450.00

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 8:30 a.m.-12:00 noon daily (first week only), EC-22.

698315 Political Science 315
WASHINGTON WINTERIM '85—
Sec. A: **After the Inauguration: Con-**
tinuity or Change
Sec. B: **The Legal System and Legal**
Careers

4 semester hours

W. Spencer (Sec. A), D. Atkinson (Sec. B)

Washington Winterim is conducted in the nation's capital by the Washington Center, an educational organization which provides a range of learning opportunities in Washington, D.C. for students from universities nationwide. Students may participate in either of two programs offered by the Center:

A) **After the Inauguration: Continuity or Change.** The 9th annual seminar will examine the political agenda for the next four years. Through lectures, debates, and panel discussions involving congressional and White House staff and other participants from the public and private sectors, students will study selected domestic and international topics: Federal budget deficits, U.S. foreign policy (including U.S./Soviet relations, the Middle East, Central America), arms control, and social programs. Included will be opportunities to visit the White House, Congress, the State Department, embassies, national news bureaus, etc.

B) **The Legal System and Legal Careers.** This is a seminar of particular interest to pre-law, legal studies, or other students interested in pursuing a legal career. For two weeks, under the supervision of faculty and practicing professionals, students will review judicial decisions, analyze the courts and Congress, examine careers in law, and discuss legal education and law schools. Visits will be made to the Supreme Court, the Department of Justice, the U.S. Attorney's office, and private attorneys. The third week focuses on trial by jury. Taught by attorneys, it will feature the elements of a jury trial by using students as participants in simulated trial exercises.

Enrollment is conditional on acceptance by the Washington Center. Enrolled students will be expected to attend a preparatory meeting prior to going to D.C., and follow-up meeting upon their return. Grading will be based on evaluations by seminar faculty and on student contributions to campus meetings.

Applications and further information regarding program and fees may be obtained from the Political Science Department. Application deadlines: early acceptance date, October 22, 1984 (enrollment guaranteed); all applications due no later than November 19, 1984 (first come, first served enrollment).

BIBLIOGRAPHY: A) Mark Green, *Who Runs Congress*; Richard Neustadt, *Presidential Power*; B) Herbert Jacob, *Justice in America*, 4th Ed.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Program fee (\$270, Sec. A; \$295, Sec. B) included in PLU tuition. Other costs to the Washington Center, payable by student, include application fee (\$35) and housing (\$190) (unless student makes own arrangements for housing). Food, local travel, & travel to and from D.C., extra.

INSURANCE COVERAGE: Required.

698241 Religion 241
THE BIBLE IN BRITISH MUSEUM
AND ENGLISH CATHEDRAL
4 semester hours
S. Govig

In order to implement the catalog description of Religion 241, this course takes advantage of the resources preserved in the renowned British Museum which shed light upon Biblical events and times. These include its collections in the departments of Western Asiatic Antiquities (ancient Israel's neighbors, the Assyrians and the Babylonians), the Egyptian and Greco-Roman antiquities, the department of Coins and Medals (New Testament times), and the Manuscript Room which includes the Codex Sinaiticus, a fourth century Bible manuscript found at Mt. Sinai, in addition to noted English translations of the Bible.

Stained glass windows in the Canterbury and Salisbury Cathedrals reveal how Biblical texts are incorporated in artistic creation. Further excursions to an ancient Roman villa at Lullingstone in Kent and the famous monuments at Stonehenge and Avebury illustrate comparable cultural contexts of religious activity.

Class members are expected to become acquainted with a particular section of the Museum and thereafter "guide" (report and interpret) the class to them; other appropriate museum tours in the metropolis as well as participation in current London stage and music activities (with assistance from Dr. Calvin Knapp and the "Cultural Tour of London" course) enhance this unique learning experience.

Lectures by the instructor, readings, quizzes and tests are means of evaluation.

BIBLIOGRAPHY: Alan Richardson, *The Bible in the Age of Science*; Robert C. Walton, *A Source Book of the Bible for Teachers*.

REQUIREMENT FILLED: GUR (241: Old Testament, New Testament, or Old and New Testament)

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

COST IN ADDITION TO TUITION: \$1,450.00

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

Off-Campus

698305 Nursing/Social Work 305
MEETING THE CHALLENGES OF AN AGING POPULATION

1 or 2 semester hours
 E. Coombe, V. Hanson

As America's population ages, attitudes about age are also changing. Attitudinal shifts could enable persons in this society to enjoy a better quality of life as they grow older, as well as to create a climate for the development of appropriate new services for older persons.

The objective of the course is to enable the student to acquire a broader view of aging in order to be:

- 1) more sensitive to the special needs of one's own older family members,
- 2) more knowledgeable as a citizen about policymaking in regard to aging, and
- 3) a more effective worker in a human service career.

The course will explore four main topics:

- 1) cultural myths related to aging,
- 2) common ways in which growing old affects individuals psychologically and socially,
- 3) major health problems of older persons, and
- 4) policy issues and potential alternatives to current social problems affecting older persons.

Assignments will include interviews with older persons and written summaries of articles from gerontological journals. Students registered for two credit hours will also participate several hours a week in a setting which serves older persons. Students will record their reflections on the various learning resources in journal form, which will serve for evaluation.

BIBLIOGRAPHY: Schwartz and Peterson, *Introduction to Gerontology*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 9:30 a.m.-12:00 noon daily, EC-34

698314 Physical Education/Sociology
 314

THE TECHNOLOGICAL WOMAN: IMPLICATIONS FOR THE WORKPLACE

4 semester hours
 K. O'Connor, S. Officer

The course will study the contributions made by women to technology, and the adjustment that technology has made necessary for women in the home and in the workplace. An attempt will be made to incorporate the knowledge of adjustment into skills. The mornings will be spent in academic pursuits reading, researching and discussing the sociology of women, the demands of women in business and management, and the impact of the competitive technological age on women and the effect of such pressures on the home. The afternoons will be spent dealing with the issues raised

by the readings. The class will experience Team Building, non-traditional jobs, and problem solving for true survival as part of the "hands on" afternoon session. There will be participation in 3 projects: 1) Involvement in non-traditional pursuits, i.e., driving 18 wheelers, driving tractors, milking cows, using power tools and chopping wood; 2) Solving problems as a team. Such problems might include selection of a team, leadership, style and competition; 3) A survival experience, tentatively planned in Mt. Rainier National Park where team work and cooperation become necessary to actual survival. There will be take home examinations on the readings which will invite in-depth study on specific topics.

BIBLIOGRAPHY: Jan Zimmerman, *The Technological Woman: Interfacing with Tomorrow*; John Naisbitt, *Megatrends*; Carol Gilligan, *In a Different Voice*; Josefowitz, *Paths to Power*; Jennie Farley, *The Woman in Management*; Assorted specific articles.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$25.00 for travel and equipment rental.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, 1:00-5:00 p.m. on specific days, EC-15

698302 Art/History 302
CHINESE PAINTING AND ITS CULTURAL BACKGROUND

4 semester hours
 C. Yiu

This course will study the history of Chinese painting primarily after the Sung Dynasty. We shall also examine the cultural origin which determines or influences the subject, the style and aesthetic criteria of the painting.

The cultural background which will be studied includes:

- 1) Religious thought: The main influences are Chan Buddhism and Taoism;
- 2) Political and geographic factors: Dynastic changes led to changes of capitals or regions of artistic activities. Paintings inevitably made corresponding adjustments;
- 3) Poetry and calligraphy: Chinese poetry and calligraphy have close relationship with the spirit and execution of the painting. We also will make frequent comparisons between Chinese painting and Western painting based on the assumption that students are either more familiar or are more receptive to art of their own culture.

Grades will be determined by a midterm test and a final test.

BIBLIOGRAPHY: J. Cahill, *Chinese Painting* (required); O. Sire'n, *The Chinese on the Art of Painting* (required); L.C. Li, *Study of Famous Chinese Paintings*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00-11:30 a.m., daily, IN-116

**602309 Anthropology 309
NATIVE PEOPLES OF THE
NORTHWEST COAST: CULTURE
AND TECHNOLOGY**

4 semester hours
L. Klein

Who are the original inhabitants of this coast? How did they live before the Europeans came here? How have they adapted to the contemporary world while retaining their own identity? What do they want? What is their future? These are the questions that this course will address. We shall survey the native peoples of the coast from Oregon through Southeastern Alaska and from pre-contact through 1984. The course will be divided into four sections. The first will be an examination of traditional life styles which will include a consideration of art, economy, beliefs, and politics. We shall look in particular at the ideas behind totem poles, potlatches, long houses, slavery, fishing and wealth. A second section will examine the roles of missionaries, tourists, government officials, and business people in the transformation of the societies from subsistence economies with traditional belief systems and technology to modern commercial economies with mixed belief systems and Western technology. Third, we shall observe the living societies today and focus on contemporary issues including sovereignty claims, British Columbian laws, Alaska Native Land Claims, and the Boldt decision. Finally, we shall look to the future and consider the possible impacts of modern technology on such societies.

Students will concentrate on one group or one specific technology of their choice during the course. In small groups the students will produce short oral reports on one aspect of their culture or technology and written reports placing this topic in its broader context. There will also be quizzes on the readings and class discussions to aid in the evaluation. The use of films and possible day trips will help to bring the topic to life.

BIBLIOGRAPHY: P. Drucker, *Cultures of the North Pacific Coast*; M. Craven, *I Heard the Owl Call My Name*; Civil Rights Commission, *Indian Tribes*; H. Steward, *Indian Artifacts of the Northwest Coast*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$15 film/transportation fee

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 9:30-11:30 a.m. daily, HA-200

**604304 Art 304
THE ARTS AND THE ART OF
LIVING IN THE CONTEMPORARY
WORLD: CULTURE VS.
TECHNOLOGY**

4 semester hours
Staff

This is a search for quality decisions in determining the character of one's life. With fewer options and shrinking resources we will look at the potential for quality enrichment on the part of the arts.

- Architecture as personal spaces as opposed to tract housing;
- Interior design, art instead of furniture, or even art as furniture;

- The visual arts, painting, printmaking, ceramics, sculpture in new perspectives;
- The functional arts;
- The lively arts.

We all must make choices relating to the art of living, and this course is designed to help us make these choices. There will be a series of explorations on and off campus for new and alternative experiences in the arts and the art of living. Lectures and demonstrations will be interspersed with field trips and individual assignments. Students may seek new adventures in living by discovering resources suggested by faculty and guest instructors. Students will summarize experiences and insights gained by completing reports and/or projects.

Each member of the art faculty, as well as guest instructors, will make presentations relating to his or her own field. For more information see Dennis Cox, Chair of the Art Department.

BIBLIOGRAPHY: Current journals in art-related areas

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Costs will vary depending on particular topic to be explored. Students should expect to pay for tickets to events and provide their own transportation—also costs of miscellaneous purchases. On occasion a minimum charge will be made to cover costs of a demonstration, such as one dealing with cooking.

MAXIMUM ENROLLMENT: 60

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, IN-100

**604305 Art 305
MICHELANGELO**

4 semester hours
L. Kittleson

The immense body of Michelangelo's work and its profound influence certainly make him one of the greatest artist of our civilization.

His art began in the Florentine court of Lorenzo d' Medici where, through his genius, he was able to absorb and unify much of the Christian and humanist thought of the Early Renaissance. The following years took him to Rome where he received major commissions from the Papacy. He was to serve the Medici and the Papacy through a long life that saw the discovery of the Americas, violent change and reformation in the church, and a new view of the universe.

As a sculptor, painter, architect and poet, he was able to express in the highest degree the learning and aspirations of his civilization.

By viewing movies and slides, by reading and discussion, we will approach this artistic giant from many perspectives.

Participation and an individual project will be used as a basis for evaluation.

BIBLIOGRAPHY: James Ackerman, *The Architecture of Michelangelo*; Anthony Blunt, *Artistic Theory in Italy, 1450-1600*; Frederick Hartt, *History of Italian Renaissance Art*; Leo Steinberg, *The Life of Michelangelo, The Lives of the Artists*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, IN-116

698302 Art/History 302
**CHINESE PAINTING AND ITS
CULTURAL BACKGROUND**
(See interdepartmental listing)

604315 Art 315
GLASS TECHNOLOGY
4 semester hours
M. Gulsrud

A survey of contemporary glass working techniques and materials. The class will integrate an awareness of traditional stained glass, its origins, cultural influences directing its evolution and a familiarity with new technology.

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

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

BIBLIOGRAPHY: Peter Mollica, *Stained Glass Primer*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$30.00 lab fee

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, IN-134B

604319 Art 319
COLOR IMPACT: ART
4 semester hours
B. Geller

Can the camera artist explore the same issues vital to the painter? Color Impact is a practical course for those students interested in color photography. Students explore the creative potential of the technology: *processing* color slides and color negatives, and *printing* from Ektacolor negatives. The course includes a survey history of color photography and perspectives of contemporary artists. Part of the course will involve gallery tours to local Tacoma and Seattle art galleries. The course is comprised of demonstrations, labs and critiques. Course evaluation will be based on students' portfolios from problems assigned in class. Familiarity with camera is necessary.

BIBLIOGRAPHY: D.A. Spencer, *Colour Photography in Practice*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$35.00

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, IN-134

606302 Biology 302
**FISH AND FISHERIES OF THE
NORTHEAST PACIFIC**
4 semester hours
R. Smith

Fish and fishing play important roles in the cultures, history and economics of the Pacific Northwest. This course is designed to give the student an overview of the life histories of the major marine species of commercial, sport and subsistence importance. In addition, the extent and nature of subsistence use of fish by the native cultures of the area will be explored. The major techniques and developments of modern commercial fisheries will be traced including the involvement of foreign fishing fleets. The rationale and implications of aquaculture techniques will be examined.

A variety of social, legal and economic issues revolve around the fisheries of the Pacific Northwest. Some of these issues are: Who owns the fish resource? What is the best use of limited fish resource? Government vs. non-profit vs. profit hatcheries and what are the consequences of maximizing food production from the sea?

Some of the fish species that will be examined in this course are the five species of Pacific Salmon, Pacific halibut, Pacific cod, walleye pollock, Pacific herring, rock-fishes, sardine, tunas.

The course will consist of lectures, laboratory demonstrations, directed readings and round-table discussions of some of the controversial issues mentioned above. Several field trips to local hatcheries and collecting trips will also be conducted.

Evaluation will be based on performance in two written examinations and in a project. The project may consist of a term paper, organization of a round-table discussion or other project deemed suitable by the instructor.

BIBLIOGRAPHY: Browning, *Fisheries in the North Pacific*; Hart, *Pacific Fishes of Canada*; Morrow, *Freshwater Fishes of Alaska*; Norman & Greenwood, *A History of Fishes*; Bardach, *Harvest of the Sea*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, I-106

606304 Biology 304
MODELS IN BIOLOGY
4 semester hours
D. Hansen

One of the major aims of science is to develop models of nature. These models serve as bases to understand nature and make predictions about how natural systems will react to changes. The structure of the models has taken many forms, ranging from word models to complex systems of equations.

Examples of mathematical models in biology range from those describing enzyme kinetics in cells to multi-equation models describing ecosystems. Many of the models show commonalities, in that they describe changes in compartments by interactive flow between or among them. Other classes of models correlate states, while still others deal with probability as in population genetics.

The purpose of this course will be to explore and construct models of biological systems. Emphases will be made on the general classes of mathematical models which simulate biological systems and solution of the models to learn about how biological systems behave. Solutions to many models have only been possible since the advent of the high speed computer. Computer aided solutions of complex models have extended greatly the understanding of many areas of biology. As such, use of computers will be employed as much as possible throughout the course, both for demonstration and as a tool.

This course is designed for students who have some background in biology and at least an exposure to introductory calculus. Exposure to a computer language is desirable, but not necessary. An interim project will be required, as well as active participation in daily work.

BIBLIOGRAPHY: H. J. Gold, *Mathematical Modeling of Biological Systems: An Introductory Guidebook*.

REQUIREMENT FILLED: Interim

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

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

MAXIMUM ENROLLMENT:

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, I-111

606310 Biology 310 HUMAN HEREDITY

4 semester hours

A. Gee

Developments in human genetics affect our lives today and, to a greater extent, will in the future. Many of these developments raise serious moral, ethical and economic questions which responsible individuals of our society must confront. The total volume of knowledge in human genetics is said to double every two years; how can one hope to have even a cursory understanding of the many developments that are taking place? To work diligently and systematically is the answer.

Human genetics is deeply rooted in biological principles discovered mostly from experimental animals and plants. The chemical nature of the genes and the chemical bases of gene expression and gene regulation are known. One needs to acquire a clear understanding of these biological principles and to be able to delineate those concepts which are applicable to humans before one can intelligently discuss issues.

This course is intended as an elementary class in human heredity and variation. After an introduction to Mendelian transmission genetics and reproduction biology as applied to humans, we will study gene function and heredity variations. Finally, the course will conclude with the study of current topics and issues pertaining to genetic manipulations and the hopes, fears, promises and interrelationships between human genetics and society.

The course will be taught on a very traditional lecture, discussion and homework assignment format. The instructor will rely heavily on the students making good use of the two required texts: *Human Genetics* by Winchester and Mertens and *Human Heredity* by Gardner. There will also be available film loops and tapes. The student's grade will be based on one mid-term and a final examination.

BIBLIOGRAPHY: Winchester & Mertens, *Human Genetics*; Gardner, *Human Heredity*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon T-F, R-209

606313 Biology 313 FOREST ECOLOGY

4 semester hours

A. Dickman

The forests of the Pacific Northwest are important to the area's economy, recreation, and quality of life. As citizens of the Pacific Northwest, we should be aware of how these forests grow, what they require, and what they may provide.

The course will begin by examining various factors which govern the growth of plants in general and forests in particular: temperature, water, light, and nutrients. Following this, a brief survey of the world's forest types will provide an understanding of how our vast coniferous forests are special.

Several specific topics will then be covered in more detail. An examination will be made of the important exchanges of energy and nutrients within a forest with particular attention paid to the less apparent but more crucial organisms: bacteria, fungi, and insects. Tree anatomy and growth will be related to wood production, susceptibility and resistance to pests and disease, and successional status. Methods of improving timber production such as tree breeding programs, pest control, and fertilization will be studied and their possible benefits and disadvantages will be discussed.

The course will consist of lectures, discussions, laboratory sessions, and field trips. Quizzes, a final exam, and a term project will provide the bases for student evaluation.

BIBLIOGRAPHY: Spurr and Barnes, *Forest Ecology: A series of articles from Scientific American, Natural History, and U.S. Forest Service Publications*.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 22

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, Ramstad 103

606315 Biology 315
**THE IMPACT OF MICROBIOLOGY:
FROM PLAGUES TO POSSIBILITIES**
4 semester hours
A. Alexander

The era of microbiology was born with the work of Louis Pasteur in the latter half of the nineteenth century. Since that time, most diseases caused by bacteria have been understood. Many of them have been successfully controlled, particularly in the technologically developed countries of the world. Significant viral diseases have been managed by prevention through vaccination. In addition, researchers have the detailed understanding of the lifestyles of many microorganisms.

This course will be concerned with two aspects of the human relationship with microorganisms: (1) the impact of infectious disease agents on human populations, and (2) the potential for human gain or destruction when our knowledge of microorganisms is applied (e.g. through genetic engineering).

We will study the extent to which human populations were and are influenced by the occurrence of infectious diseases of various sorts. In the past, the Black Death, malaria, and smallpox, as well as other maladies, dramatically influenced the political and cultural aspects of life. Today, powerful emotions color our reaction to the presence of acquired immunodeficiency syndrome (AIDS). We will also examine the aura of liberation induced by the conquest of debilitating infectious diseases.

As we consider the present and future we find that we are in an era of emergence of genetic engineering: a technology with its intellectual genealogy derived, in part, from microbiology. The application of this technology has the potential for furthering our health or for deliberate construction of microbiological agents for use as weapons of war. These issues will be discussed.

Class activities will include a minimum of lecture and will emphasize directed discussion of the assigned materials. Regular class attendance and participation in discussion will be mandatory. The students each will do a presentation introducing some aspect of a topic. Writing assignments will be required, including a written summary to accompany the oral presentation and several progress reports to be derived from the class activities. Evaluation will be based on the quality of all the required activities.

BIBLIOGRAPHY: Lechevalier and Solotorovsky, *Three Centuries of Microbiology*; Zinsser, *Rats, Lice, and History*; MacNeils, *Plagues and Peoples*; Chase, *Magic Shots: A Human and Scientific Account Of The Long and Continuing Struggle to Eradicate Infectious Diseases by Vaccination*; Jackson and Stich, *The Recombinant DNA Debate*; Yoxen, *The Gene Business: Who Should Control Biotechnology*; Burnet and White, *Natural History of Infectious Diseases*. Also, journal publications and readings from fiction emphasizing the more personal impact of infectious disease.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:00-10:00 a.m. daily,
HA-204A

606407 Biology 407
MOLECULAR BIOLOGY
4 semester hours
J. Carlson

Simply defined, technology is applied science; the fundamental discoveries of pure science are the foundations of technology. New discoveries lead to new applications, and the state of society is altered in some way. This view of technology tends to emphasize the importance of the physical sciences, such as chemistry and physics—basic sciences with which we associate applied engineering disciplines. Yet the biological sciences have also contributed to technology. Advances in medicine, the pharmaceutical industry, food processing, and agriculture depend on basic biological research.

Over the past 30 years molecular biology has matured into a sophisticated discipline which has contributed dramatically to a rapidly developing technology related to DNA manipulation. Advances in the past eight years, a period that might be defined as the dawn of the recombinant DNA era of molecular biology, have been little short of phenomenal. Students of today will be affected more by molecular biology than they will by any other single area of biology; they will be affected in their undergraduate course work, in their daily lives, and in their employment opportunities in agriculture, industry, and medicine. Beyond the basic research laboratory, the technologies of molecular biology have found applications in improvement of agricultural crop plants, therapies for genetic diseases, and synthesis of proteins, such as insulin and interferon, of potential therapeutic value.

This course provides the upper division biology student a broad introduction to molecular biology, with special emphasis on the molecular biology of eukaryotic cells. Topics include recombinant DNA procedures, genetic engineering, gene fine structure, gene expression, sequencing of nucleic acids, naturally occurring rearrangements of the genome, chemical synthesis of oligonucleotides, and the molecular composition and architecture of some cellular components, including chromatin and ribosomes.

The course format is lecture/discussion. Resources include text materials, research reports, and review articles. Evaluation is through weekly examinations.

BIBLIOGRAPHY: Freifelder, *Molecular Biology*; Hood, Wilson & Wood, *Molecular Biology of Eucaryotic Cells*; Lewin, *Gene Expression (Vol. 2)*; Stent & Calendar, *Molecular Genetics: An Introductory Narrative*; Watson, Tooze & Kurtz, *Recombinant DNA: A Short Course*; selected Scientific American offprints; current primary and review literature in journals such as *Cell*, *Nature*, *Proceedings of the National Academy of Sciences*, and *Science*.

REQUIREMENT FILLED: GUR

RESTRICTIONS OR REREQUISITES: Prerequisite—any one of the following courses: Biology 322, Biology 331, Biology 346, Biology 403, or Chemistry 403

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: 12:00 noon-3:00 p.m.
daily, R-210

608303 Business Administration 303

CAREER DEVELOPMENT:

EMPLOYMENT IN 1987

4 semester hours

D. Olufs, R.E. Keene

The purpose of the course is to give each student the theoretical and practical tools to build, follow and adjust a career.

At the completion of the course each student will have defined a career objective; written a strategy for achieving that objective; completed a thorough analysis of three alternative occupational fields, using library research, field trips and in-class resources; completed a personal skills and occupational preference inventory using test instruments; achieved significant improvement in intra-personal skills through small group participation, role playing with peer critiques, and videotaped self-critiques.

In this course, students will get to know themselves better, based on and discovered through test instruments and experiential learning exercises; know where they fit in today's world—their alternatives; know where they wish to be in that world now; and find a clear path of how to get there.

A significant part of the student's evaluation will be the written assignments and class participation.

BIBLIOGRAPHY: Tom Jackson, *Guerrilla Tactics in the Job Market*; Carney, Wells, & Streufert, *Career Planning Skills to Build Your Future*.

REQUIREMENT FILLED: Interim

COURSE LEVEL: The course is designed for majors.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 36

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon M-R, HA 217

608304 Business Administration 304

MEN AND WOMEN IN BUSINESS

4 semester hours

T. Teicher

What are the goals of men and women in business? How are their opportunities and relationships changing? How can we function effectively in the evolving business environment? In light of the above considerations, how should public policy in this area develop? This course explores these issues by examining such topics as: socialization, organizational structures, authority, power, leadership, communication patterns, conflict resolution, sexual harassment, affirmative action, and comparable worth. Class sessions consist of lectures, discussions, group exercises, and role plays. Students take a final exam based on questions distributed in advance. Evaluation of student work is weighted equally between final exam results and the quality of class participation.

BIBLIOGRAPHY: Michael Evan Gold, *A Dialogue in Comparable Worth*; Margaret Henning and Anne Jardim, *The Managerial Woman*; Rosebeth Moss Kanter, *Men and Women of the Corporation*.

REQUIREMENT FILLED: I term

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:00-10:00 p.m. TR, 9:00 a.m.-12:00 noon Saturday, HA-206

608305 Business Administration 305

MANAGERS AT WORK

W.M. Crooks

The purpose of this course is (1) to analyze the differing methods of managers at work from first-line supervisors to presidents or top administrators in both business and government, and (2) 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: therefore, an academic-textbook approach can lead to stereotypes which are not consistent with reality. The Interim will focus on what managers are doing and attempt to determine the reason why. The periodical bibliography focuses on several management types or approaches: formalistic, competitive, collegial, situational, management by objective, etc.

A special emphasis will be placed on top managers and first-line supervisors. Comparative organizations, both in government and business, will be used to the fullest, i.e., hospitals and schools.

At the first class meeting a three-hour briefing by the instructor will initiate 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 noon daily. These will be interspersed with field visits to organizations for on-site briefings and tours. Selected students will be assigned to general areas for research and also to question speakers in specific areas.

BIBLIOGRAPHY: Peter F. Drucker, *The Effective Executive; Management; Managing for Results; Preparing Tomorrow's Business Leaders Today; The Concepts of the Corporation; Managing in Turbulent Times*; Kenneth Blanchard & Spencer Johnson, *The One Minute Manager*; Thomas J. Peters & Robert H. Waterman, Jr., *In Search of Excellence*; Periodicals include: *Harvard Business Review; Business Week; Barron's; Industry Week; Wall Street Journal*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon M-R, HA-213

608308 Business Administration 308
**PERSONAL FINANCIAL
MANAGEMENT FOR EVERYONE**
4 semester hours
M. Gocke

Over the last several years we have become acutely aware of the fact that personal financial security is an elusive goal, and once achieved, a temporary condition. However, efficient use of one's present resources and careful planning for the future can help to cushion the economic impact of unemployment, illness, and old age.

The primary objective of this course is to provide the student with a working knowledge of various aspects of personal financial management. Topics will include budgeting, use and misuse of credit, insurance, investments, taxes, wills, and personal bankruptcy. The impact of the two-career family on family financial management will also be discussed. The course will also provide an introduction to fundamental economic concepts and terminology.

Social workers find that financial problems and arguments about financial matters are often the root cause of marital strife and personal crisis. Therefore, a secondary objective of this course is to assist those anticipating careers in social work, counseling, and the ministry in developing a better understanding of the mechanics and interpersonal dynamics of personal financial management.

Students will be expected to read and discuss assigned materials. While it is recognized that money can be a very private matter, contributions to class discussions from individual personal experience are encouraged. Other learning opportunities will include the use of microcomputer facilities for personal budgeting and a series of simulated investments. Field trips to area financial institutions may be arranged.

Students will be evaluated on class participation and on their written responses to three case studies.

BIBLIOGRAPHY: Richard J. Stillman, *Guide to Personal Finance: A Lifetime Program of Money Management*; selected readings from the *Wall Street Journal* and other periodicals; additional textbooks may be required.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$30.00 for possible field trips in the area; nominal surcharge for microcomputer use.

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 2:30-5:00 p.m. daily, HA-223

608309 Business Administration 309
THE TIME OF YOUR LIFE
4 semester hours
E. Reynolds

Managing time, managing stress, managing people, preventing burnout, learning to be assertive—managers have been bombarded with courses to make their lives at work run smoothly. It's as if the manager's life is tick-tocking away and every minute must be made to count.

Traditional "time management" seminars and courses and focus on the techniques of managing day-to-day time. "The time of Your Life" sets these techniques into the whole of a manager's life. Effectiveness versus efficiency is an important consideration in the course. Sometimes the most effective use of time is to "waste" it!

Effective time management must be integrated with effective life (self) management. Both go beyond skills. This course addresses the totality of our managerial lives, with the focus on the way we perceive and use our time.

Some topics covered are: myths and assumptions about time; how to worry effectively; using the subconscious to save time; how to hurry without feeling rushed; the role of stress and burnout in time perception; relaxation as a way to save time; and the role of fun and joy in the use of time.

Students will read two texts, one extra book, and four relevant journal articles. Reports on readings will be oral. In class exercises relate to life/time management. Each student is required to keep a journal. Evaluation will be based on class participation, attendance, and ability to communicate ideas.

BIBLIOGRAPHY: Merrill E. and Donna N. Douglass, *Manage your Time, Manage Your Work, Manage Yourself*; Ross A. Webber, *Time is Money! A Key to Managerial Success*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:00-10:00 p.m. TR, 9:00 a.m.-12:00 noon Saturday, HA-217

608311 Business Administration 311
**BUSINESS: COMMUNICATING
WHAT YOU MEAN**
4 semester hours
L. Heath

Enrich your knowledge of general communication, enhance your understanding of its effectiveness, and gain confidence that you can apply sound communication principles to business tasks: oral, non-verbal, with major emphasis on written.

When you have completed the course, you can expect that:

- your communication task will be clearly understood by you
- you can address the recipient's needs
- your message will be sufficiently clear to be understood by others
- you can control the hidden message, present in all communications
- your presentation will effect positive results.

Classes are conducted primarily in a workshop manner with discussions, critiques, and in-class applications of learned concepts.

Grades are based on two examinations, a submitted business report, and cumulative scores in assigned work. All assignments must be submitted.

BIBLIOGRAPHY: David Ewing, *Writing for Results*, Supplemental readings.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:30 a.m.-12:30 p.m. daily, HA-223

608315 Business Administration 315
EAST MEETS WEST, WEST
MEETS EAST
4 semester hours
L. Horner

The similarities and differences in managerial styles and practices in contemporary Japan and the United States are frequently analyzed and compared to an amazing degree. This course attempts to place their individual strengths and weaknesses vis-a-vis the other in a common sense, rational perspective. Each country is a creation of largely unique cultural and social traditions from which they have developed into industrial and commercial giants. These two cultures, though basically different, share many common features and philosophies, as well as corporate and personal life-styles.

To a great extent, modern industrial nations such as Japan and the U.S. transcend boundaries and distances in their sharing with and dependence on each other for mere existence and enriched living. Attention will focus on major management philosophies, personnel considerations and related social topics. A clearer understanding of the ongoing phases of industrialization and the concomitant change in social organization is a course objective.

Emphasis will be placed on extensive dialogue between the instructor and the class, examining all available special areas of interest. Ample reading materials such as periodicals, newspapers, books, and films are readily available at PLU and in the community. Guest speakers with special expertise will be used to present significant viewpoints. The anticipated result is a clearer understanding of the American and Japanese approaches and values in the changing decades of the second half of the Twentieth Century.

Evaluation will be based on class participation, individual or team oral and written reports, and a final quiz.

BIBLIOGRAPHY: Ezra F. Vogel, *Japan As Number One; The New York Times* (current issues and microfilm); Selected readings on reserve.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, M-R, HA-211

608318 Business Administration 318
BUSINESS: A NOVEL APPROACH
4 semester hours
C. Bassani

Should Al marry Vicki? Are all business people crooked? Do you really care? These and other important questions will be explored when the School of Business Administration presents *Business: A Novel Approach*. Utilizing a new text of the same name by Dr. Richard Farmer of Indiana University, students will follow journalist Al Farber as he tries to get the hot scoop on a conglomerate called RVA Inc. Along the way, important business concepts will be introduced and presented in "real life" situations within the novel.

Students will also have the opportunity to test their comprehension of business principles as participants in a computer simulation game. Students will be formed into teams with each team managing a company. Each team will receive regular evaluations of their company's performance and each student will be evaluated on their analysis of opportunities facing their company and the resulting decisions.

In addition, the course will consist of lectures, discussion, guest speakers and visits to firms. There are no prerequisites for enrollment in this course. Students will be evaluated on the basis of in-class participation, quizzes and written assignments.

BIBLIOGRAPHY: Richard Farmer, *Business: A Novel Approach*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$15 for computer time

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon M-R, EC-16

608319 Business Administration 319
LAW FOR ACCOUNTANTS
4 semester hours
Staff

Accountants and many others interested in a business career need a thorough grounding in business law. Law comes from two sources: statutes and common law. This course will cover contracts, negotiable instruments, secured transactions, documents of title and investment securities covered by the Uniform Commercial Code. General rules of law are covered for other areas governed by individual state statutes and common law. Several topics are covered by federal law including: accountants' legal liability, federal securities laws, antitrust, bankruptcy, and employer-employee relationships.

This course should provide the thorough grounding in Business Law expected by the accounting profession.

The course will be evaluated by class participation, in-class examinations, written cases, and other written assignments.

BIBLIOGRAPHY: Josep L. Frascogna, *C.P.A. Law Review Under the 1978 Uniform Commercial Code*; Donnell, Barnes, and Metzger, *Law for Business*; Davidson, Knowles, Forsythe and Jespersen, *Business Law Principles and Cases*; William T. Schantz, *Commercial Law for Business and Accounting Students*; Delaney and Gleim, *C.P.A. Examination Review, Business Law, 1984 Edition*.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:00-10:00 p.m. M, R and 9:00 a.m.-12:00 noon Saturdays, HA-211.

608455 Business Administration 455

BUSINESS POLICY

4 semester hours

R. Nibler

Business Policy is the study of organizational administration from a top management perspective. This includes the formulation and execution of strategies and policies to integrate all of the management and business functions in support of the organizational objectives. Students will look at the implications of the economic conditions; resource availability; public policy; and international relations for top management decisions. Evaluation is based on comprehensive analysis of several cases, class participation, and an oral presentation. Prerequisites: Senior Standing, BA 305, BA 364, and BA 370.

BIBLIOGRAPHY: James H. Higgins, *Organizational Policy & Strategic Management: Text and Cases*; *Business Week* magazine.

REQUIREMENT FILLED: SBA major

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

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

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 10:00 a.m.-1:00 p.m. M-R, HA-221

608456 Business Administration 456

HONORS SEMINAR: POLICY IN THOUGHT AND ACTION

4 semester hours

W. Fregeau, G. King

The purpose of this course is to offer an integrative capstone experience to seniors in business administration. To this end, comprehensive case analysis and field study draw on the student's knowledge of all business functions. Formulation of plans and policies includes the review of relevant social, ethical, religious, economic, legal and international issues.

BIBLIOGRAPHY: James M. Higgins, *Organizational Policy & Strategic Management: Text and Cases*; *Business Week* magazine.

REQUIREMENT FILLED: Meets the Business Policy requirement for majors.

RESTRICTIONS OR PREREQUISITES: SBA Eligibility Card Required. Prerequisites: Senior Standing. Minimum 3.30 cum GPA. BA 350, 364, 370.

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

MAXIMUM ENROLLMENT: 24, designed for honors students.

MEETING TIME AND PLACE: 6:00-10:00 p.m. M, W, and 9:00 a.m.-12:00 noon Saturday, HA-221

608535 Business Administration 535

LEGAL ASPECTS OF THE MANAGEMENT PROCESS

4 semester hours

B. Burke

This course focuses on Federal and State laws, rules, and regulations that directly influence the manager's decision making. Legal implications of the above for individual managers and their organizations will be discussed. Areas covered include: employee relations, consumer protection, security and exchange relations, rights of corporate shareholders and creditors, antitrust laws, and environmental protection.

BIBLIOGRAPHY: Meirners & Ringleb, *The Legal Environment of Business*.

REQUIREMENTS FILLED: Elective for the MBA Program

RESTRICTIONS OR PREREQUISITES: Eligibility card required. Restricted to MBA students.

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

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

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 6:00-10:00 p.m. MTR, HA-215

608590 Business Administration 590

MANAGING YOUR TAXES

4 semester hours

K. Cabbage

Accounting and finance classes teach us that taxes must be taken into consideration when making and recording financial decisions. However, the tax collector (IRS) is a silent partner in every business decision. Managers should understand how tax rules can be taken into account in business investment decisions and employee compensation matters. The IRS is also involved with birth, marriage, divorce, and, always, death. Estate planning and tax shelters are important for personal tax planning. Students will be provided with the fundamentals of these issues. This course is intended to provide to students fundamental working knowledge for tax related decisions.

This course will also help students to know when and where to seek professional help for tax advice.

BIBLIOGRAPHY: Raby and Tidwell, *Introduction to Federal Taxation*; Ray Sommerfield, *Federal Taxes and Management Decisions*.

REQUIREMENT FILLED: MBA. Graduate students only. Prerequisite: BA 501

RESTRICTIONS OR PREREQUISITES: Eligibility Card Required

COURSE LEVEL: Graduate Students Only.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 6:00-10:00 p.m. M, R and 9:00 a.m.-12:00 noon Saturday, HA-219

610115 Chemistry 115 GENERAL CHEMISTRY

4 semester hours

W. Giddings, F. Tobiason

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, geology or physics. It is also appropriate for all premedical, pre-dental, pharmacy, medical technology students and students planning to transfer to a Dental Hygiene Program. Evaluation will be determined by quizzes, examinations, and laboratory reports.

BIBLIOGRAPHY: Brown and Lemay, *General Chemistry*; Tobiason, *The Experience of Solving Scientific and Technical Problems*.

RESTRICTIONS OR PREREQUISITES: Math 133 or equivalent. High School chemistry or permission of instructor is required.

COURSE LEVEL: The course is designed for students with a strong preparation in high school chemistry or who have previously taken Chemistry 104.

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

MAXIMUM ENROLLMENT: 40

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, R-108; Lab A - 1:00-4:00 p.m. MW, R-320; Lab B - 1:00-4:00 p.m. TR, R-320

610303 Chemistry 303 MIND, BODY AND BEHAVIOR

2 semester hours

B. Nasset

Recently there has been an explosion of information about control of physiological systems through conscious and unconscious mental process. For instance, the immune system seems to remain more functional when the cancer patient maintains a positive attitude. Migraine headaches, as well as other types of headaches, can be treated by biofeedback. Scientists are beginning to understand the chemical nature of these and other neurophysiological responses. Small peptides called enkephalins and endorphins play a role in pain and its control, and endorphins may be important in long term memory. Several neuroactive peptides, such as somatostatin and cholecystkinin probably play a role in psychiatric pathology. Hormones circulating to the brain alter neurological responses as well as human behavior. Some of these chemical responses are "pure" mental processes, some are "pure" hormonal processes, but most fall into the complex area of brain-hormone interactions. It is clear that some hormones are also neurotransmitters, so the same compound can be discussed as a hormone as well as a neuro-transmitter. A variety of examples will be explored in a lecture and discussion environment. The course will cover the functions and operations of the nervous system and endocrine system, as well as their interrelationships. This course will not dwell on the details of neural structure, brain anatomy, or chemical structures. On the other hand, details necessary to understand our physiological and behavioral responses will be covered; for example, structural similarities between the various steroid hormones and their overlapping physiological and behavioral effects.

The course will include lectures and a variety of activities: biofeedback, stress management techniques, individual and group exercises. Students will be graded on the basis of two 1 hour exams, attendance, oral reports based on experimentation exercises, and

one research paper to be given orally and then turned in. (The oral presentation allows the class to share in the learning each student has achieved.)

BIBLIOGRAPHY: Cooper & Bloom, *The Biochemical Basis of Neuropharmacology*; Austin & Short, *Mechanisms of Hormone Actions*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Chem 105 or equivalent (must have had some elementary organic and biochemistry).

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 7:00-10:00 p.m. M & W, R-103

612302 Communication Arts 302 NEWS MEDIA IN OTHER MEDIA

4 semester hours

C. Rowe

Orson Welles is said to have patterned his role in the movie "Citizen Kane" after the life of publisher William Randolph Hearst. Hearst was not pleased. The movie "Absence of Malice" portrayed a woman journalist as unethical and unfeeling and her editors as little better. Few journalists were pleased with that one, but it fueled the perceptions of many in the audience that the press was too arrogant, too uncaring. Shoe and The Professor practice treetop newspapering in the comic strip, "Shoe," while Duke practices newspapering, Rolling Stones style, in the comic strip, "Doonesbury." Journalists well may find someone there they recognize, perhaps themselves. Ed Asner portrayed a newspaper editor in television's "Lou Grant Show," which was applauded by journalists for its realism. Mary Tyler Moore portrayed a television reporter on another show that wasn't seen as so realistic. Which, if either, was "real"?

The images of American journalism as presented in entertainment media and the messages those images convey of journalism as a business, of press ethics, press freedom and news reporting—print and broadcast—will be studied.

A final paper will be written based on assigned reading and in-class presentations. Final grade will be based on the paper and class participation.

BIBLIOGRAPHY: Film: Citizen Kane, Front Page, Network, Absence of Malice, All The President's Men, China Syndrome; TV segments from "Lou Grant" and "Mary Tyler Moore Show"; Selected publications by Jeff MacNelly and G.B. Trudeau, and assorted magazine articles.

REQUIREMENT FILLED: Interim

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

COST IN ADDITION TO TUITION: \$10 film rental fee

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 1:00-5:00 p.m. M-R, HA-101

612304 Communication Arts 304 GROWING UP YOUNG: AN EXAMINATION OF YOUTH CULTURES

4 semester hours

C. Spicer

My great-grandparents did not want my grandfather to do the Charleston. My grandparents did not want my mother to do the jitterbug. My parents did not want me to do the twist. In all cases, the young people danced and the older ones shook their heads in dismay at "what the world was coming to."

In our American society adolescents, or teenagers, occupy a special place. They are no longer children, but not yet adults. Their world is one of continual flux as they learn how to "fit into" our larger society. Each generation of young experiences similar hopes, fears, anxieties, joys, and expectations. Each generation of young also develops a youth culture that incorporates styles of dress, ways of acting, hair styles, music, literature, and ways of communicating.

During this course we will examine the youth cultures of adolescents who grew up during the Depression, the War years, the fifties, sixties and seventies. We will focus on identifying the primary ingredients of each generation's culture through readings (both fiction and nonfiction), movies, newspaper accounts and interviews with members of each historical period. Our focus will incorporate the following goals:

- 1) To understand the adolescent as a communicator;
- 2) To understand the crucial influences on and concerns of adolescents;
- 3) To understand the process of sex role learning in adolescents;
- 4) To understand the school environment of adolescents;
- 5) To understand the peer group interaction of adolescents.

Students will be required to read all assigned material and take part in all class discussions. There will be two assignments. As a class, we will put together an oral history of growing up as experienced by members of the PLU community. Each student will interview at least one PLU person and report his or her findings to the class. The second assignment will involve an independent 8-10 page research paper on some aspect of youth environments and communication.

BIBLIOGRAPHY: Russell Baker, *Growing Up*; Larry McMurtry, *The Last Picture Show*; J.D. Salinger, *Catcher in the Rye*; Cameron Crowe, *Fast Times at Ridgemont High*; Danny Santiago, *Famous All Over Town*; and a packet of articles provided by the instructor.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$10.00 film fee

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, HA-213

612310 Communication Arts 310 MAGAZINE DESIGN & EDITING

4 semester hours

D. Carr

This is an introduction to magazine design and editing, including the choices and options available for typestyles, use of white space, creation of departments, cohesive elements in design, copy flow, use of photographs and graphics and building the imposition (order of stories and placement of advertising). Students will also learn techniques of design in relation to reader habits, handling solicited and unsolicited manuscripts, dealing with freelancers, dealing with advertisers, dealing with a publisher and deal-

ing with a printer. Students will learn magazine vocabulary, and style guidelines peculiar to this medium.

On-campus activities will center around use of the new Compu-graphic typesetting equipment in the office of the campus newspaper, *The Mooring Mast*. Students will learn how to use floppy disks in the storage, retrieval and editing of manuscripts. They will practice typesetting manuscripts for magazine lay-out, paste-up and design. Off-campus activity will include at least one visit to a magazine editorial office in the Tacoma/Seattle area and to a local printer involved in magazine production.

Student assignments will primarily follow a step-by-step approach to actual production of a magazine. Students will begin with editing assignments in the preparation of manuscripts, then typeset manuscripts, then lay-out and paste-up. Other assignments will include making design and typestyle choices, and working up their own imposition. The class will basically operate as a magazine staff with instructor as the publisher.

Evaluation will be based upon individual demonstration by students of their knowledge of magazine editing and design terms (exams and actual performance in the *Mast* office), and ultimately whether the class can produce useable "boards" by the last week of class. Both individual effort and group success will be the basis for evaluation.

BIBLIOGRAPHY: Theodore White, *Editing By Design*. All other reading assignments will consist of sample magazines, mimeographed articles from design texts and lecture notes.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-4:00 p.m. M-R, EC-36

614110 Computer Science 110 BASIC

2 semester hours

A. Welsh

The course will introduce students to the computer programming language called BASIC. Major elements will include interactive use of PLU's VAX computer, branching, looping, subscripts, functions, input/output and subroutines all in the context of the BASIC language. Students will be required to design, run, and document at least four computer programs to solve a variety of problems some of which involve elementary mathematics. Students will be evaluated on the quality of their computer programs on the extent of mastery of the BASIC language. There will be at least three hour exams and 2 or 3 quizzes. Students should anticipate spending four hours a day outside of class time for study and assignments.

BIBLIOGRAPHY: Bent and Sethares, *BASIC: An Introduction to Computer Programming, 2nd Edition*.

REQUIREMENT FILLED: GUR

RESTRICTIONS OR PREREQUISITES: ComSci 110 and ComSci 220 may not both be taken for credit. Not normally taken by computer science majors. Prerequisite: High school algebra.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, M-112

614144 Computer Science 144
INTRODUCTION TO COMPUTER SCIENCE

4 semester hours
N. Glaser

This course is an introduction to computer science including algorithm design, structured programming, numerical/non-numerical applications and use of data files. The PASCAL Programming language will be used. Prerequisites: Math 133 or Math 227 or Math 128 or equivalent.

BIBLIOGRAPHY: Cooper and Clancy: *Oh! Pascal!*

REQUIREMENTS FILLED: GUR

RESTRICTIONS OR PREREQUISITES: Math 133 or Math 227 or Math 128 or equivalent. Familiarity with VAX editor recommended.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, 1-111

614316 Computer Science 316
COMPUTERS AND SOCIETY

4 semester hours
J. Brink

Because both our careers and private lives are greatly affected by computerized information and processing systems, it is essential to understand their capabilities and limitations. The purpose of this course is to provide knowledge about the development of information processing, the use of the BASIC programming language, the use of microcomputers, and the impact of computers on contemporary society, so that students will have some control over the way computers influence their lives.

Students will examine the uses of computers in a number of different fields; they will consider some of the possible positive and negative effects of computer usage on social organizations. Students will use IBM or equivalent personal computers in the Microcomputer Center. They will design, run and document BASIC programs, some of which may involve elementary mathematics. They will also have simple wordprocessing and speed sheet assignments. They will complete a term project on a computer application (paper or program) and will participate in class discussions. Students will be graded on the basis of class participation, term project, quizzes and other assignments.

BIBLIOGRAPHY: Bent and Sethares, *BASIC: An Introduction to Computer Programming*; Graham, *The Mind Tool*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: High school algebra required. NOTE: Students cannot count both this course and other courses including BASIC (such as ComSci 110 or 220) toward the total number of hours toward graduation.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Students must join the MicroComputer Club (\$35.00) if they are not already members, and buy disks and other materials costing up to \$10.00 as needed.

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, EC-34

614386 Computer Science 386 (January 7-18)

DISTRIBUTED SYSTEMS

2 semester hours
H. Bandy

614590 Computer Science 590 (January 21-February 1)

SEMINAR: ADVANCED TOPICS IN DISTRIBUTED SYSTEMS

2 semester hours
H. Bandy

These courses are a combination of the introductory course in Distributed Systems and a seminar in advanced topics in Distributed Systems. CompSci 386 will be offered the first two weeks and is a prerequisite for CompSci 590, offered the last two weeks. Included in the courses will be discussions of system topology, message and packet switching and data-link transmission.

REQUIREMENT FILLED: Computer Science Elective

RESTRICTIONS OR PREREQUISITES: CS 270, 280 or 380; CS 386 is a prerequisite for 590.

COURSE LEVEL: Designed for upper-level computer science majors and graduate students in computer science.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, MG-2

618305 Earth Sciences 305

MINEROLOGY

4 semester hours

L. Huestis

Acmite
 $\text{NaFeSi}_2\text{O}_6$
Mazama, WA

Anatase
 TiO_2
Index, WA

Mineralogy is concerned with the natural inorganic compounds (minerals) which make up the crust of the Earth. Contrary to first impressions, the Earth is composed of a rather limited number of these minerals whose identification indicates not only their composition but also the chemical history of the site from which they came. Understanding the factors which control the nature and association of minerals greatly increases appreciation of the home we call Earth. Laboratory emphasis will be on the practice, pitfalls, and rewards of identifying real mineral specimens (as opposed to idealized minerals which too often are emphasized in college mineralogy courses). Topics will include elementary crystallography, field and laboratory methods for mineral identification, parameters controlling the formation and association of minerals, ore genesis, and the major classes of rock and ore minerals. Laboratory will involve field, chemical, and spectroscopic methods of mineral identification. Evaluation will be on the basis of one or more exams and the laboratory exercises.

Andradite
 $\text{Ca}_2\text{Fe}_2(\text{SiO}_4)_3$
Vesper Peak, WA

Barite
 BaSO_4
Grand Forks, B.C.

BIBLIOGRAPHY: C. Hurlbut and C. Klein, *Manual of Mineralogy*, 19th Ed.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: Lecture: 10:00 a.m.-12:00 noon daily, MG-1; Lab: 1:00-4:00 p.m. daily, R-317

620150 Economics 150

PRINCIPLES OF ECONOMICS

4 semester hours

S. Brue

What causes inflation? What causes unemployment? How does a firm decide what price to charge for its product? How might we address the various economic problems we are experiencing?

These are some of the questions which will be examined in this introductory economics course. The course will familiarize students with various economic principles and provide an overview of our economic system. It will deal with key economic concepts and relationships which influence all of us in our everyday lives, and it will attempt to dispel myths and analyze mysteries which persist about the functioning of our economic system.

This course is a regular offering of the Department of Economics. It employs a lecture/discussion format. There will be weekly exams for evaluating the student's progress.

BIBLIOGRAPHY: C.R. McConnell, *Economics* (required); Stanley L. Brue and Donald R. Wentworth, *Economic Scenes: Theory in Today's World* (optional)

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, HA-202

620304 Economics 304

THE ECONOMICS OF PROFESSIONAL SPORTS

4 semester hours

E. Ankrum

Do you think Magic Johnson or Moses Malone are overpaid? Do you know that Curt Flood, Dave McNally and Andy Messersmith may have had the greatest impact on baseball in the last 40 years, yet they'll probably never get into the Hall of Fame? Can you guess why some economists think the PGA isn't long for this world unless the young turks on the tour spend less time on the driving range and more time establishing their sex appeal? Should colleges pay student athletes for participation in money-making sports (i.e., football and basketball)? If these questions stir your curiosity this class may be for you.

Big-time college and professional sports are big business. Yet it has been only recently that their structure and policies have received the public attention other industries (e.g., oil, autos, utilities, etc.) are used to. This class will use standard economic analysis to investigate the rather glamorous world of athletics. Class time will be spent analyzing specific cases and reporting on topics of individual interest. I hope to attract at least one speaker from the major professional sports to address the class. Grades will be based on an individual paper, due at the end of class, and participation in in-class cases. The class size will be kept small to limit overlapping of interests.

BIBLIOGRAPHY: Henry Demmert, *The Economics of Professional Team Sports*; Roger Noll, *Government and the Sports Business*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: ECON 150, tally cards required.

COURSE LEVEL: Students should have had some economics but need not be majors.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, HA-202

620316 Economics 316
**COOPERATIVES AND
WORKER-OWNED FIRMS: PAST,
PRESENT AND FUTURE**

4 semester hours

D. Vinje

Cooperatives, as an organizational structure for carrying out economic ventures, have a significant history in England and the U.S. Traditionally, they involved the combining of business practices with a value structure of sharing and consensus-orientated decision making. Many of the early cooperatives were characterized by a strong utopian philosophy that viewed cooperatives as an alternative to Adam Smith's capitalistic model and the socialism of Karl Marx's second stage. The kibbutz of Israel, as well as some of the Hutterite colonies of the U.S., are sometimes seen as present-day counterparts to the early cooperative movements.

The mainstream of the cooperative movement in the U.S. today involves, however, a much narrower interpretation of their function. Within some sectors, such as agriculture, cooperatives are often seen as a method by which small participants can gain economies of scale in the purchase inputs and the selling of their output. And, in an even narrower interpretation, critics charge that cooperatives, especially in the mode of worker-owned firms, are simply a legal device by which tax advantages can be gained by an otherwise normal business firm.

In contrast, present-day proponents of worker-controlled firms see them as an experiment in business structure embodying principles similar to Japan's quality circles in terms of their ability to increase both labor's productivity and product quality. The proponents view worker-controlled firms as representing a possible strategy by which a number of the U.S.'s industrial products could regain their position in the world market.

Through readings, films and discussion, the class will examine the cooperative movement, past and present. Each student will be expected to write a paper on a specific aspect of the cooperative movement with anticipation of drawing some conclusions regarding what the future may or should hold for cooperatives and worker-owned firms as an organizational structure. Grades will be based on the paper which is to be presented in both oral and written form.

BIBLIOGRAPHY: G. Hunnius, *Workers' Control*; J. Vanek, *A General Theory of Labor-Managed Economies*; P. Ewell, *Cooperatives Today and Tomorrow*; R. Owens, *A New View of Society*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, EC-23

319318 Education 318
**FACE TO FACE: INTERPER-
SONAL STYLES AND SKILLS**

4 semester hours

K. Rickabaugh

This course will be a human relations training laboratory. Students will identify interpersonal styles and develop and apply effective human interaction techniques. Humanistic, social influence, and behavioral approaches will be integrated. "Knowing," "doing," and "feeling" behaviors which have been shown to be

related to improved interpersonal functioning in educational, vocational, and family settings will be discussed.

We will work for the establishment of an intimate community within which members support and cooperate with one another to the degree that each feels free to experiment with behaviors not normally part of his/her interpersonal style. We will be activity oriented with opportunity to observe, practice, and refine several specific interpersonal skills.

Participants will be expected to attend all training sessions and complete assigned readings. Formative exercises and a personal journal will be used to evaluate the student's progress.

BIBLIOGRAPHY: Gazda, *Human Relations Development*; David W. Johnson, *Reaching Out*; John Stewart, *Bridges Not Walls*; and assorted handouts and readings.

RESTRICTIONS OR PREREQUISITES: Interested persons should contact Dr. Karl Rickabaugh as soon as possible. Consent of instructor is required. Tally cards required.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 18 - Laboratory/small-group experience

MEETING TIME AND PLACE: 12:00-2:30 p.m. daily, HA-117

Education 319A (SCN numbers assigned at registration)

**SCHOOL PRACTICUM:
ELEMENTARY LEVEL**

4 semester hours

A. Lawrence

This course will provide a field experience in a local school district at the elementary level involving activities such as observing, teaching, working as a teacher-aide and/or working with children in the classroom setting. When possible, students will be assigned to a classroom teacher in the district and grade level of their choice.

The purpose of the field experience is to provide the student with an opportunity to gain classroom experience in a variety of educational settings, i.e., grade level, type of school, or socio-economic setting.

Placement in a school is the responsibility of the School of Education and requires a completed application form and an independent study proposal prepared by the student and negotiated with the instructor. These two forms are available from the instructor and must be completed and signed by the instructor *before December 1, 1984*, and before registration is completed. An independent study card is required.

Unless specifically negotiated otherwise, the student observes normal teacher working hours for the Interim on a daily basis. The proposal includes: objectives, activities, experiences desired, time commitments, and products to be produced.

Evaluation will be by the cooperating teacher and the PLU supervisor. Evaluation will be in terms of regular attendance and successful completion of the negotiated independent study proposed.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Ed 253, 321 or previous experience working in a school classroom. Tally card and application required by December 1.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

Education 319C (SCN numbers will be assigned at registration)

SCHOOL PRACTICUM:

READING

4 semester hours

A. Lawrence

This course will provide an experience in a local school district working with a reading specialist at the elementary level, involving such activities as diagnosis and evaluation of youngsters reading below grade level, tutoring the youngsters, and observing the role of the reading specialist in the school district.

The experience may be used as an elective in the School of Education. Placement in a school is the responsibility of the School of Education and requires a completed application form and an independent study proposal prepared by the student and negotiated with the instructor. The proposal includes: objectives, activities, experiences desired, time commitments, products or projects to be produced and assigned tasks. These two forms are available from the instructor and must be completed and signed by the instructor *before December 1, 1984*, and before registration is completed. Independent study card is required.

Each student is expected to spend a minimum of 80 hours in the school under the direction of the reading specialist. In addition, the student must complete activities, outside readings, projects and any assigned tasks outlined in the study proposal.

Evaluation will be by the cooperating teacher and PLU supervisor. Evaluation will be in terms of regular attendance and successful completion of the negotiated independent study proposal.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Ed 325 or equivalent. Tally cards and application required by December 1.

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

GRADING SYSTEM: H, P, NC

Education 319D (SCN numbers will be assigned at registration)

SCHOOL PRACTICUM:

NON-LOCAL

4 semester hours

C. De Bower

This course is an off-campus full day school experience in a non-local school district involving teaching and/or working with youngsters in a classroom setting.

Placements in schools are the responsibility of the School of Education, and they require a completed application form and a formal request letter to the school prepared by the student. Applications and sample letters are available from the instructor. These must be completed and signed by the instructor before November 23, 1984, or before registration is completed. An independent study card is required. This field experience is not applicable to K-12 certification.

Evaluation will be by field and PLU supervisors and will depend on successful completion of the assigned tasks. A log of activities, reading summaries, lesson plan (if appropriate), and a self-evaluation are minimum written requirements.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Ed 251, 253 or permission of the instructor.

COURSE LEVEL: The course is designed for students interested in teaching and related roles.

GRADING SYSTEM: H, P, NC

625191 Special Education 191 OBSERVATION IN SPECIAL EDUCATION

1 semester hour

C. Kubista

This course will provide the opportunity for the observation of Special Education in various settings within the local area, including schools, hospitals, institutions, and sheltered workshops. Hours are flexible. Seven observations fulfill this requirement, plus an observation summary. This class is open to all students but would be especially valuable to majors in Education, Sociology, Social Work, Psychology and Nursing.

REQUIREMENT FILLED: Special Education major or minor

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

MEETING TIME AND PLACE: 3:30-4:20 p.m. R, EC-23

625303 Special Education 303 APPLICATIONS OF COMPUTER TECHNOLOGY WITH THE HANDICAPPED

2 semester hours

L. Reisberg & L. Siegelman

Microcomputers are becoming increasingly important tools in the education of handicapped children and youth. With this increase comes a need for teachers to become familiar with the uses and applications of computers in the instruction of handicapped students. Topics to be covered in this class include:

- A. Computer applications for individualized educational plans (IEP) and other data management tasks.
- B. Computer applications in scoring and analyzing test results.
- C. Computer assisted instruction for drill and practice.
- D. The computer as a tool to teach creativity and problem solving skills.
- E. The use of computers as a language communication mode for non-verbal children and children with physical handicaps.
- F. The use of computers to control the environment for physically disabled individuals.
- G. Computer input devices which can be used by the physically disabled.
- H. Analysis of instructional properties and evaluation of software.

The course will utilize both lecture format and hands-on experiences with the Apple IIe computer. Knowledge of computer hardware or computer language is not necessary.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 4:30-7:30 p.m. TWR, EC-Computer Center

625316 Special Education 316 EDUCATION AND MANAGE- MENT OF STUDENTS WITH MENTAL RETARDATION

4 semester hours
H. Owens

This course will examine theory, etiology, identification, and methods for the education of persons with developmental disabilities. The focus of this course will be on the role of the mentally handicapped in our schools and society. This course is most relevant for students in Education, Special Education, Psychology, Nursing, Pre-Med, and Social Sciences.

Minimum requirements include (1) successful completion of two exams, (2) observations of programs providing services to the developmentally handicapped, (3) class presentation or paper and (4) 35 hours practicum in a Special Education setting as a teacher aid, assistant and/or tutor.

Placements in schools are the responsibility of the School of Education and require a completed application form available at the Office of Special Education, to be submitted by December 1, 1984.

BIBLIOGRAPHY: James S. Payne and James R. Patton, *Mental Retardation*

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: Open
MEETING TIME AND PLACE: 9:00 a.m.-noon TWR (and practicum), EC-36

Special Education 319 (SCN numbers
will be assigned at registration)

SPECIAL EDUCATION PRACTICUM

4 semester hours
H. Owens & Staff

This course provides an experience as a teacher-aid in a school district at the elementary or secondary level in a special education classroom with either learning disabled, behavior disordered, or mentally retarded children.

Minimum requirements include:

- (1) participation in the class activities with the assigned special education teacher, daily, from approximately 9:00 a.m. to 3:00 p.m. Times will vary slightly with assignment. (Minimum 120 clock hours.)
- (2) work as an aid. Examples of responsibilities or duties that might be assigned by the master teacher include assisting the children, tutoring in specific lessons (e.g., reading,

math), collecting and recording data on specific children, and assisting in the preparation of progress notes for specific children.

- (3) keeping a log of your daily activities.

Placements in schools are the responsibility of the School of Education and require a completed application form. Forms are available from the instructor and must be completed by December 1, 1984.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required.
GRADING SYSTEM: H, P, NC
MEETING TIME AND PLACE: 9:00 a.m.-3:00 p.m. daily

Special Education 399 (SCN numbers will be assigned at registration) PRACTICUM IN SPECIAL EDUCATION

1-4 semester hours
H. Owens & Staff

This course is an experience with Special Education children or adults in a supervised setting. (Prerequisite: SPED 190 or permission of instructor.) The student may do this practicum in the local area or out of town.

Students requesting 1 hour credit must complete 35 clock hours.

Students requesting 2 hours credit must complete 70 clock hours.

Students requesting 3 hours credit must complete 105 clock hours.

Students requesting 4 hours credit must complete 140 clock hours.

Teacher meetings and conferences do count toward hours. This class satisfies the practicum requirement for the major or minor in Special Education.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: SPED 190 or permission of instructor(s); tally cards required.
GRADING SYSTEM: H, P, NC

625406 Special Education 406
**CURRICULUM FOR
EXCEPTIONAL STUDENTS IN
THE SECONDARY SCHOOL**

3 semester hours

L. Siegelman

Curriculum content and planning, including academic subjects, life adjustments, and career counseling for mild to moderately handicapped adolescents and adults are included in this course. Students will write individualized educational plans (IEP's) and behavioral objectives.

Evaluation will be based upon the design of 3 lesson plans that can be used with secondary students (using theoretical base introduced in class), one essay test, one oral presentation, and the completion of daily course requirements. This course is open to all upper division education majors.

BIBLIOGRAPHY: Douglas Cullinan & Michael H. Epstein, *Special Education for Adolescents*—required; Gordon Alley & Donald Deshler, *Teaching the Learning Disabled Adolescent: Strategies and Methods*—suggested.

REQUIREMENT FILLED: Practicum requirement of Special Education.

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

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 4:30-8:30 p.m., M & W, EC-16 (meet Tuesday through Friday, Jan. 15-Feb. 1).

626583 Educational Psychology 583
**CURRENT ISSUES IN
EXCEPTIONALITY**

2-4 semester hours

J. Williamson

For 2 Hours Credit: This course is open only to students who have been accepted into the M.A. program in Counseling and Guidance. Other graduate students need permission of the instructor. This course will concentrate on the characteristics of exceptional students and the various ways in which they are educated. We will discuss the counselor's role as well as the general educator's role in dealing with a variety of learning problems and abilities. The following areas will be studied: Learning Disabilities, Emotional Problems, Physical Problems and the Gifted Student. Current periodicals will provide the background for your reading and discussion. Before November 16 each student must make an appointment with the instructor to receive a copy of the course outline.

For 4 Hours Credit: Each student will complete the 2 hour requirement and, in addition, will select one of the interest topics and write a scholarly paper that is comprehensive in content.

BIBLIOGRAPHY: Current periodicals in the area of interest
REQUIREMENT FILLED:

RESTRICTIONS OR PREREQUISITES: Tally cards required.

COURSE LEVEL: Graduate

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 4:00-6:00 p.m. daily, HA-117

630201 English 201
INTERMEDIATE COMPOSITION

4 semester hours

A. Eyler

Is there writing after 101? Emphatically, yes. In intermediate composition you do more practice on your expository prose. You may work on major papers for other courses; you will write some new papers and review ones you've done before this class. Not only will the instructor read your work, but you will read and discuss each other's papers as well. Here you will develop your strategies, increase your control, polish your style.

BIBLIOGRAPHY: Kane & Peters, *Writing Prose*

REQUIREMENT FILLED: GUR writing, Major, Minor

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

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 8:00-10:00 a.m. daily, HA-212

630301 English 301
**SHAKESPEARE IN
PERFORMANCE**

4 semester hours

R. Lee

This course is built on the assumption that plays come truly to life on stage, and that the study of dramatic literature requires us to go beyond traditional literary approaches to the issues of how we get from text to performance. The course will be exploratory and experiential as we consider the ways in which actors study and create characters and directors develop a sense of the shape and meaning of the entire production. Our subject matter will be five plays by Shakespeare, which we will study from a literary perspective and then explore from the point of view of performance. We will make use of video-tapes of Shakespearean productions and prepare informal scene readings in class. The course does not require any acting experience or previous study of Elizabethan drama. Anyone with an interest in Shakespeare or the theater is welcome. The means of evaluation will include two short papers and a special project.

BIBLIOGRAPHY: J.L. Styan, *Shakespeare, Revolution; Shakespeare, Hamlet, Macbeth, Taming of the Shrew, Twelfth Night, Richard II.*

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, HA-200

630303 English 303
**BOOK COLLECTING AND
CHILDREN'S BOOK
ILLUSTRATION**
4 semester hours
L. Elliott, S. Rahn

The first half of this course will cover the basic principles of collecting rare books for fun and profit, with some attention to specialized areas of book collecting—western Americana, children's books, and contemporary literature. Students will learn how to read rare book catalogs and visit bookstores; two regional rare book dealers will talk to the class about their special collection interests. An individual research project in the rare book field will be undertaken by each student. If enough students qualify, a fifty-dollar prize for book purchasing will be awarded to the student with the best personal book collection.

Collecting illustrated children's books is an important branch of the rare book business. The second half of the course will trace the history of children's book illustration, from its beginnings in the eighteenth century to the present, with special emphasis on the great illustrators of the late nineteenth and early twentieth centuries—Caldecott, Crane, Greenaway, Pyle, Potter, Rackham, Dulac, Nielsen, and N.C. Wyeth—and on recent developments in the genre of the picture book. Slides, films, and film-strips as well as books will be used to expose students to each artist's technique, style, and personal vision. Each student will complete an in-depth study of some contemporary children's book illustrator, including an oral presentation to the class.

BIBLIOGRAPHY: John Carter, *ABC for Book Collectors*, Salvatore Iacone, *Pleasures of Book Collecting*; Jean Peters, *Book collecting*; Barbara Bader, *American Picturebooks*; Susan Meyer, *A Treasury of Great Children's Book Illustrators*; Eric Quayle, *The Collector's Book of Children's Books*; John Rowe Townsend, *Written for Children*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 2:00-4:00 p.m. daily, EC-13

630304 English 304
THOMAS MORE
4 semester hours
C. Bergman

King Henry VIII used to drop in unannounced on Thomas More at his home in Chelsea, "to be merry with him." According to William Roper, More's son-in-law, after dinner on one such visit, Henry walked with More in the garden "by the space of an hour, holding his arm about his neck."

Roper's naivete is charming: he rejoiced for More, whom "the King has so familiarly entertained." More himself was less impressed. "Son, he replied, "I may tell thee I have no cause to be proud thereof, for if my head could win him a castle in France (for there was then a war between us) it should not fail to go."

This intimate scene between king and servant is almost prophetic: several years later, of course, Henry VIII chopped off More's head—not for a French castle but for a woman, Anne Boleyn. Yet the anecdote also reveals something deeper in the character of Thomas More. The man who was martyred for his Catholic principles, the author whose *Utopia* invented modern political idealism—this man could look at political success with an almost cynical realism.

These two opposed strains in Thomas More will be the focus of our course: call them political realism and spiritual idealism, public service and private conscience, or Renaissance humanism and Medieval monasticism. We will study both the life and the writings of More. The Lord Chancellor of England under Henry VIII, he was the greatest English humanist. As a Catholic martyr, he was also a prominent figure in the religious controversies of the Reformation. In reading *Utopia*, *Richard III*, his religious polemics, and his private devotions written while in the Tower awaiting execution, we will see the personal drama created by these two sides of his character. The tensions between the knight and the saint sometimes led to contradictions and sometimes to an enlightened balance between opposites in both his life and his prose.

In addition to illuminating the great political and religious issues of the early Renaissance, Thomas More's life remains a paradigm of the modern conflict between expediency and integrity, realism and idealism. How can *Sir* Thomas More and *Saint* Thomas More accommodate each other?

Students will be evaluated on the basis of short weekly papers that will be the basis of reports to the class.

BIBLIOGRAPHY: J. Greene and John P. Dolan, *The Essential Thomas More*; Thomas More, *Utopia, A Dialogue of Comfort against Tribulation, Responsio ad Lutherum*; Richard S. Sylvester and Davis P. Harding, *Two Early Tudor Lives*; R.S. Sylvester and G.P. Marc'hadour, *Essential Articles for the Study of Thomas More*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00-11:00 a.m. daily, HA-219

630305 English 305
**THE TWENTIES: THE
HERITAGE OF THE JAZZ AGE**

4 semester hours
P. Benton

The Twenties: A time of extraordinary personalities, from Babe Ruth to Rudolph Valentino and Charlie Chaplin, from Al Capone to Charles Lindbergh, from Isadora Duncan to William Randolph Hearst. A time of wonderful new things, from radios and electric refrigerators to skyscrapers and paved highways for hordes of assembly-line Fords. A time of exciting movements in the arts, from the poetry of Williams and Stevens to the Broadway musical, from Art Deco to the flowers of Georgia O'Keeffe, from the bohemian revolutionaries of Greenwich Village and jazzmen of Harlem to the expatriates in London and Paris.

But all was not so wonderful. Beneath the smiles of Harding's prosperous normalcy were hints of deep social problems: from the Red Scare and the execution of Sacco and Vanzetti, the scandal of Teapot Dome and the farce of the Scopes trial, the wealth of bootleggers and the suffering of millions of poor only half-concealed by the glittering boom.

In part we will enjoy in retrospect what many regard as America's longest, grandest party. But our deeper goal will be to understand the decade a little better—to appreciate its lasting heritage, to analyze where it went wrong, above all to see how its complacency and materialism and self-indulgence shed light on our own time.

For background we will read a recent popular history and a delightful chronicle written "the morning after." To get into the spirit we'll listen to music, watch silent movies, look at art and architecture, perhaps even learn the Charleston. But the heart of the course will be the study of four major literary works: Hemingway's memoir of expatriate life, and novels by Lewis, Fitzgerald, and Dos Passos. The emphasis will be on "value," on what was enduringly good among all the dreams and what was only sham and delusion.

There will be no required long papers or examinations, but I will give regular short writing assignments and keep open the possibility of quizzes on the reading. Independent research projects, leading either to a paper or a class presentation, will be encouraged and may merit a grade of Honors.

BIBLIOGRAPHY: Geoffrey Perrett, *America in the Twenties*; Frederick Lewis Allen, *Only Yesterday*; Sinclair Lewis, *Babbitt*; Ernest Hemingway, *A Moveable Feast*; John Dos Passos, *The Big Money*; F. Scott Fitzgerald, *The Great Gatsby*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, HA-211

630306 English 306
WHODUNIT
4 semester hours
S.L. Jansen Jaech

Monsieur Dupin. Sherlock Holmes. Lord Peter Wimsey. Hercule Poirot. We may live in an age of high-tech criminal investigation, but detectives like these don't need computers to solve their cases. Why do these great fiction detectives remain so fascinating? What makes a quiet little murder in a secluded country house so intriguing? Is there anything quite as satisfying as a good mystery?

This Interim course will examine the history and continuing popularity of the detective novel. We will begin our study by reading Edgar Allan Poe's tales of Monsieur Dupin, then continue with the adventures of the most famous detective of all, Arthur Conan Doyle's Sherlock Holmes. From this point we will enter the golden age of the detective novel, following the investigations of Lord Peter Wimsey, of Hercule Poirot, and of Inspector Alan Grant. We will stop to examine the curious case of *Malice Aforethought*: can we have a *detective* novel if we have no mystery? We will conclude our misadventures in crime by looking at the work of some of today's most popular detective writers, including P.D. James and Dick Francis.

Along the way, we will examine the detective novel as a form: its conventions of plot, character, and point-of-view. We will investigate the critical relationship of reader and writer. We will also address questions that arise out of our inquiries: What constitutes the appeal of such novels? Why murder? Can a detective novel be a work of art? Why are so many of the best novels of murder, mischief, and mystery written by women?

In addition to reading assignments, students will be expected to participate in classroom analysis, to prepare an oral presentation on a novel or novelist of their own choosing, and to complete a paper. And although we will work hard, students will be expected to discover that there really is nothing quite as satisfying as a good detective novel!

BIBLIOGRAPHY: Edgar Allan Poe, selected stories; Arthur Conan Doyle, selected stories; Agatha Christie, *The Mysterious Affair at Styles*; Josephine Tey, *The Man in the Queue*; Dorothy Sayers, *Whose Body?*; Francis Iles, *Malice Aforethought*; P.D. James, *Unnatural Causes*; Dick Francis, *WhipHand*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, EC-17

630307 English 307
MOBY DICK
1 semester hour
G. Martin

"Why is almost every robust healthy boy with a robust healthy soul in him, at some time or other crazy to go to Sea?"—Herman Melville.

If you cannot afford an interim trip to Hawaii, to the Canary Islands, to Rio de la Plata or to the Sea of Japan, read *Moby Dick* this January. Come aboard as an armchair sailor, join Herman Melville's exotic crew, and explore human nature, especially your own, in characters like Ishmael—a dreamy greenhorn adventurer, Queequeg—a princely tattooed cannibal, and Captain Ahab—a "grand, ungodly, godlike" hero in the tradition of Prometheus, Lucifer, and Faust. Melville expertly documents his contemporary nineteenth-century experience, but his terms are mythic; his story is a tall tale—a whale of a fish story, and his sources are all the fables ever told of fishes and men.

To read *Moby Dick* in an Interim whose theme is "technology" is fitting, for in this witty adventure tale, Melville presents a microcosm of the world aboard a ship whose technology lights the world's lamps. Ishmael, the young explorer of the depths of the psyche and the infinity of the sea, learns life's lessons from nature around him—fish and sea—and from his experiences among men aboard a sea-going factory for extracting sperm oil. Melville celebrates the power of the ship's technology, the valor of whalemens, and the adventure of the hunt at the same time that

he portrays the tensions between human technical achievement and the forces of nature. Meet with us at lunch this Interim to read a dangerous book about a New England whaling ship and a great white whale. If yours is a "robust healthy soul" you will journey to places "not down in any map; true places never are."

Requirements: An alert reading and one project will be required.

BIBLIOGRAPHY: Herman Melville, *Moby Dick*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 12:00 noon-1:00 p.m. M, W, R, HA-216

630311 English 311

THE BEST OF THE BRONTES: JANE EYRE AND WUTHERING HEIGHTS

1 semester hour

G. Johnson

The Brontes rank as one of the most interesting, ill-fated families in English literary history. Meet Charlotte, Emily, and Anne, the precocious sisters who created their own fantasy world; Branwell, their talented, self-destructive brother; and Patrick, their eccentric father, who watched each of his children die young. Travel imaginatively to Peniston Crag, to Thornfield Hall, to the wind-swept moorlands of Yorkshire, on which the wild, romantic settings of the novels are based. Most of all, absorb yourself in the two very famous and beloved and poetic novels, published in the same year (1847) yet received very differently. Lectures and discussions will focus on the literary and biographical backgrounds of the books, on women in conflict with their social roles, on some unforgettable characters—such as vengeful Heathcliff, who overhears an awful secret that repudiates love, and Mr. Rochester, who keeps a dreadful secret that inhibits love—and on the characters' harrowing search for happiness.

Writing requirement: one paper of 5-7 pages.

BIBLIOGRAPHY: Charlotte Bronte, *Jane Eyre*; Emily Bronte, *Wuthering Heights*

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 12:00 noon-2:00 p.m. T & R, HA-208

630312 English 312

LETTERPRESS PRINTING: TRADITION AND CRAFT

4 semester hours

M. Benton

This course introduces students to the world of printing and typography. It will teach them how to see, judge, and create the relationship between a text and its presentation in printed form—the convergence on a page of letterforms, art, inks, and paper. We will read and talk about the rich history and contemporary renaissance of the "book arts"—papermaking, marbling, and bookbinding—and try our hands at each. But most centrally, the course is a contemplative introduction to the "black art" that changed the world five hundred years ago: printing from moveable, metal types. The emphasis will be on discovering what modern printers can achieve with such letterpress methods that subsequent technologies can't.

We will devote part of each day to understanding the tradition we're joining, then joyously dirty our hands in learning the craft. After mastering the basics, each student will produce a careful facsimile of a specimen of distinguished printing, then collaborate with the whole class in designing and producing a typographically memorable, limited edition book of a text we deem deserving of such effort and permanence.

Part of our inspiration will come from a day spent visiting a few Seattle book artists in their studios and the Rare Book and Fine Printing Collection at the University of Washington. The course will conclude with Tacoma's first "Wayzgoose"—the centuries-old tradition of printers gathering to celebrate the special power and pleasure of their art.

Students will be evaluated on the basis of regular attendance, participation, and adherence to shop rules. Each will also be expected to write two short critiques of actual "fine printing," including one of their own work.

This course, finally, often doesn't end with Interim. Students are welcome to work on personal projects during open studio hours at the Press throughout the year. As many discover, it's easy to start printing, but sometimes difficult to stop.

BIBLIOGRAPHY: Warren Chappell, *A Short History of the Printed Word*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$20 laboratory fee for handmade papers and other supplies.

MAXIMUM ENROLLMENT: 15 Note: See instructor if course registration has closed.

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, Elliott Press

630314 English 314
**MODERN RUSSIAN
LITERATURE IN TRANSLATION:
1830 TO THE PRESENT**

4 semester hours

R. Klopsch

A significant concern of the course will be to give some understanding of the Russian culture by examining it through the eyes and minds of some of the most perceptive observers of Russian life—writers who vividly portrayed history in the act such as Solzhenitsyn, Chekhov and Dostoevsky. The course will include a study of some of the classic writings in fiction and drama of the Russian masters of the nineteenth and twentieth centuries. It is hoped that the course will enable students to read and appreciate some of the best works of Russian literature. Attention will be given to approaching the writers and writings in the context of their own times through background lectures upon the history, social, and economic conditions of Russia in the early part of the course. Comment and discussion will be made of the required readings listed below, and information will be given about other significant writers and writings students may elect to read for individual tutorial discussion. Each student will present a brief oral report to the class in the latter part of the course and will submit a short written paper on the same subject to the instructor; this may be a written copy of the oral report.

BIBLIOGRAPHY: Tolstoy, *Ana Karenina*; Chekhov, *Three Sisters*, Dostoevsky, *The Idiot*; Solzhenitsyn, *A Day in the Life of Ivan Denisovich*; Selected short stories.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, HA-212

630342 English 342
**TWENTIETH CENTURY
AMERICAN POETRY**

4 semester hours

D.M. Martin

When I read a really good poem I can feel the life I live become more vivid; I understand my life better and it matters more to me. This experience of a clearer and more acute sensibility is one I would like to share with students. If you have never known how satisfying a good poem can be, or if you do know it and would like to practice the art of reading poetry with a small group of us, consider spending this month reading intensively in the work of four major American poets. We will spend the first week reading and discussing Robert Frost's poetry, all of it relatively easy for the student to read, all of it natural, and much of it touching. How Frost achieved the degree of subtlety that he did using the ordinary language of his New England neighbors will be our study. Our wits sharpened by these poems, we will go on to read Wallace Stevens and William Carlos Williams, two of the greatest writers our nation has produced in "our" century. One is the poet of ideas, the other a poet of things: both wrote original, even startling, works which have great power to delight and enlighten. We conclude our month by spending a week in the world of Sylvia Plath, our brilliant and often disturbing guide to the dark places in which even the most talented and successful of us can find ourselves trapped.

These are poems, not machines. And yet, in a way that need not be surprising, these poems are a technology, if technology be understood the way my desk dictionary takes it: "technology—the means employed to provide objects for human sustenance and comfort." The poems sustain and comfort me as, I believe, they will you.

Students will keep a reading notebook from which they will develop two papers; they will be invited to join and expected to participate fully in the conversation between us and these poems.

BIBLIOGRAPHY: T.S. Eliot, *Selected Poems*; Wallace Stevens, *The Palm at the End of the Mind*; W.C. Williams, *Selected Poems*, Sylvia Plath, *Collected Poems*; Robert Frost, *Selected Poems*

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, X-204

698302 Art/History 302
**CHINESE PAINTING AND ITS
CULTURAL BACKGROUND**
(See interdepartmental listing)

632305 History 305
**HISTORY OF WOMEN,
MINORITIES, AND WAR
THROUGH FILM**

4 semester hours

E. Clausen

This course will analyze how film has portrayed women, minorities, and war in U.S. society. The course is, in many ways, a course on one aspect of American popular cultural history. Women, minorities, and war have historically been subjected to specific images, and these images reflect much about the historical nature and development of our society. Moreover, images of women, minorities, and war tell us much about the historical development and nature of sexism, racism, and violence in our lives. These carry a common theme, often centering on a belief in greatness and a kind of fixed social order that in part determines that greatness. Many people in U.S. society have used film to portray U.S. correctness in time of war and of the correctness of the position and role of women and minorities in the U.S. Historically, the images have also begun to change, reflecting change in our social codes, legal statutes, and economic development. Film has frequently captured this change, reflected it, and contributed to it. Therefore, film becomes an excellent vehicle in helping us understand historically continuity and change in the United States.

The format of the course will combine lecture, discussion, and film. The course will be divided into four interrelated categories. The introduction and conclusion will analyze American history in the 20th century and place women, minorities, and war in that general context. The remainder of the course will use women, minorities, and war as case studies of the broader history. Four guest lecturers will lecture on and discuss special topics.

Students will be evaluated on the basis of two criteria. Their discussion will be assessed and each student will write a position paper on a selected topic within each case study.

Films: *Sands of Iwo Jima*, *Deer Hunter*, *For Whom the Bells Tolls*, *Birth of a Nation*, *Amos and Andy Clips*, *Shaft*, *Sounder*; *Dr. Fu Manchu*, *The Good Earth*, *Is Chang Missing?* 10, *Goldfinger*, *Some Like It Hot*, *Diary of a Mad Housewife*, *Tell Me Where It Hurts*.

BIBLIOGRAPHY: Issacs, *Scratches on Our Minds*; French, *On the Verge of Revolt: Women in American Films*; Peterson, *The Chitlin Controversy*; Zinn, *A People's History of the United States*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$10 fee for film expenses

MAXIMUM ENROLLMENT: Open enrollment

MEETING TIME AND PLACE: 9:00 a.m.-11:00 a.m. daily, HA-101

698316 History 316

RECENT JAMAICAN HISTORY: SOCIAL CHANGE, DEVELOP- MENT, AND APPROPRIATE TECHNOLOGY

(See off-campus listing)

632318 History 318

LUTHERANS UNDER HITLER

4 semester hours

R. Ericksen

The relationship between politics and religion is presently a hot issue in America. This course will deal with that issue, using the historical experience of Nazi Germany as a test case. Nazi Germany is perhaps the chief symbol of political evil in this century. Its racism, totalitarianism and policies of war and genocide are almost universally condemned. In retrospect, the moral issues seem clear-cut. Germany is also the birthplace of the Lutheran reformation, and it retains a strong Lutheran tradition to this day. Should Lutherans in Germany have opposed Hitler on the basis of their Christian faith and values? Did they? Some, including Dietrich Bonhoeffer and Martin Niemoller, opposed Hitler courageously. Others, known as *Deutsche Christen*, flew swastikas from their churches and perverted their theology in line with the Nazi worldview. Unfortunately, the majority probably agreed with the a major Lutheran theologian, Paul Althaus, when he greeted Hitler's rise to power in 1933 as "a gift and miracle from God." We will attempt to understand how this misjudgment could have occurred, with a view to improving our own ability to make political-moral judgments.

This course will consist of lecture, discussion and reading in large amounts. Students will be evaluated on the basis of an essay examination and a research paper.

BIBLIOGRAPHY: Robert P. Ericksen, *German Protestant Theologians under Hitler: Gerhard Kittel, Paul Althaus and Emanuel Hirsch*; John S. Conway, *The Nazi Persecution of the Churches, 1933-1945*; J. R.C. Wright, *Above Parties: The Political Attitude of the German Protestant Church Leadership 1918-1933*; and Dietrich Bonhoeffer, *Letters and Papers from Prison*.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 12:00-2:00 p.m. daily, HA-209

632352 History 352

THE AMERICAN REVOLUTION

4 semester hours

K. Malone

This course will examine the American Revolution as a series of political events within a very specific cultural and ideological context. We will start by looking at the political culture of Colonial America and the development of Enlightenment political thought before turning to the events of the Revolution which brought them together, with such radical and creative results. The study of the Revolution itself will start with the Colonists' initial resistance to the reorganization of the British Empire at the end of the French and Indian War in 1763, and continue with the evolution of resistance into revolution, the dynamics and significance of the decision to declare independence, the impact of the War, the struggle to establish legitimate and effective governments, the framing and ratification of the Constitution, and the partisan battles of the 1790s which tested and finally proved the viability of the new nation.

Students will be responsible for the reading, a one-hour mid-term and two-hour final examination and a 10-page analytic paper based on the assigned readings.

BIBLIOGRAPHY: Bernard Bailyn, *The Ideological Crisis of the American Revolution*; Richard Hofstadter, *America at 1750: A Social Portrait*; Esmond Wright, *Fabric of Freedom: 1763-1800*; John C. Wahlke, *The Causes of the American Revolution*; Earl Latham, *The Declaration of Independence and the Constitution*.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, X-112

652250 Languages - Scandinavian 250 LITERARY MASTERPIECES OF SCANDINAVIA

4 semester hours

J. Rasmussen

The rich literary traditions of Scandinavia are surveyed as we read and discuss selected major works in English.

We begin with the vibrant prose and poetry of the Viking Age. The themes and structure of the Iceland family sagas are illustrated by *Laxdaela Saga*, a classic tale of feud and romance. The exploits of Nordic gods and heroes are presented in the powerful alliterative verse of the Elder Edda (*Poems of the Vikings*). From the late medieval period, we examine several popular courtly ballads, a European song tradition well preserved in Denmark and the Faroe Island.

The eighteenth century produced the dramatic genius of Ludvig Holberg, often described as the Moliere of the North. Holberg's comedies continue to demonstrate viability on the stage; we analyze his penetrating and hilarious portrait of a country bumpkin—*Jeppe on the Hill*. Next, attention is given to the Romantic revival of folk epics with excerpts from the great Finnish cycle, the *Kalevala*. The creative talents of Hans Christian Andersen are then viewed in light of his Scandinavian reputation as a shaper of tales for adults.

In the late nineteenth century, Scandinavian writers garner international attention with their interpretations of modern life and problems. We study two of Henrik Ibsen's famous plays—*A Doll House* and *The Wild Duck*, together with August Strindberg's model for the Naturalistic theatre—*Miss Julie*.

Finally, we turn to the outstanding novelists who dominate the Scandinavian literary scene into the twentieth century. Representing the historical novel is the first volume (*The Bridal Wreath*) of Sigrid Undset's well-loved trilogy about Kristin Lavransdatter. Representing the early psychological novel is Knut Hamsun's depiction of a struggling artist in *Hunger*. And representing an approach to contemporary existential issues is Par Lagerkvist's *The Sibyl*.

Class time is divided between background lectures and group discussion. One five-page paper is due at the end of the second week. Two essay exams are written in class, one during the third week and the other during the fourth week; students may consult the texts during the exams.

BIBLIOGRAPHY: *Laxdaela Saga: Poems of the Vikings*; Rossel, *Scandinavian Ballads*; Andersen, *The Shadow and Other Tales*; Ibsen, *Four Major Plays*; Strindberg, *Miss Julie*; Undset, *The Bridal Wreath*; Hamsun, *Hunger*; and Lagerkvist, *The Sibyl*.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 40

MEETING TIME AND PLACE: 12:00-2:00 p.m. daily, HA-219

640301 Languages 301 INTENSIVE FRENCH: AN INTRODUCTION TO THE FRENCH LANGUAGE AND PEOPLE

4 semester hours

L. McKim

"Intensive French" will combine an accelerated introduction to the French language and a relaxed introduction to life in France.

The main focus during the three-hour morning class will be on communication in French. Course content will be similar to that of French 101, making it possible for students who successfully complete the course to continue to French 102 during spring semester. Informal afternoon and occasional evening activities, some of which will be optional, will involve students in French culture activities.

"Intensive French" is for many students: those who wish to start PLU's sequence leading to a minor or major in French; those who would like to gain some communication skills but may not have the time to continue the sequence; those who wish to regain fundamental communication skills they once had.

Students will learn to understand and speak French through participation in class activities and through use of recorded materials outside class. They will develop basic reading and writing skills and knowledge of grammar from explanations and drill work in class and from completion of assignments from the textbook and workbook. The instructor will schedule tutorial sessions during the afternoons for students who need assistance in order to maintain the pace of the course.

Cultural activities, scheduled at the mutual convenience of the students and the instructor, will include learning French songs, meeting with French people, seeing slides of France or French films, and enjoying French foods. There will be one field trip to Seattle for a meal in a French restaurant followed by a French movie.

The instructor recommends the one-credit computer course for French students as a method of supplementing classroom instruction.

The instructor will evaluate student progress in the grammar and skill areas by means of weekly tests and by an assessment of participation in class activities.

BIBLIOGRAPHY: Jean Paul Valette and Rebecca Valette, *Contacts, Langue et Culture Francaises, Cahier d'exercices*.

REQUIREMENT FILLED: Interim

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

COST IN ADDITION TO TUITION: Textbook plus \$30 for cultural activities.

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:00-11:00 a.m. daily, HA-216

638302 Languages 302 THE SILENT WORLD: AN EX- PERIENCE IN DEAF AWARENESS

4 semester hours

J. DeSherlia

This course is designed to introduce students, particularly prospective teachers, social workers, and nurses, to the world of the hearing-impaired. Attention will be given to the particular needs and problems of deaf people.

The various methods of sign language used by deaf people in North America will be studied, and students will be taught to develop both expressive and receptive skills in communicating with deaf persons through visual means. Special attention will be given to a mastery of the structures and concepts of sign language that are relevant to the students' chosen professions.

Classroom procedures will include demonstration, lectures by the instructor, drills, recitals, test, and classroom discussions.

BIBLIOGRAPHY: Harry W. Hoemann, *The American Sign Language*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 2:00-5:00 p.m. daily, HA-214

640303 Languages 303 FRENCH, TECHNICALLY SPEAKING

1 semester hour
R. Brown

Computers have revolutionized and even humanized foreign language instruction. By learning the mechanics of a language in programmed exercises, students may concentrate more effectively upon specific grammatical problems and conversational skills in class. Yet the avalanche of hardware has also created problems, both technical and theoretical: a bright student may become lulled by a machine which instantly points out mistakes; available computers may not use the most suitable software.

This course will enable you as a student of French to make a rational judgment about computer use. You will also maintain and enrich your knowledge of French. During and outside of individual section meetings, you will enjoy using some newly-developed software in French, primarily on the Apple II-c. You will also write a theoretical program. If you are acquainted with computer language or if you wish to use an available self-authored disc, you may actually develop your program for future use. If you are sufficiently advanced in French, you may try to create a program dealing with an aspect of culture in a francophone country.

Section meetings will address topics, to include the history and future of technology in foreign language instruction, the relation, if any, between computer language and the spoken tongue, the quality of available software in French, and examples of computer-aided, foreign language instruction in U.S. schools and universities.

You will be evaluated upon the quality of your participation in class, your own program, and a final essay quizz over readings and discussions.

BIBLIOGRAPHY: Articles, to be distributed in class.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Section A is reserved for students who are currently enrolled in Intensive French, who are enrolled for French 102 in the spring, or who have the equivalent of French 102. Section B is reserved for students planning to take French 202 in the spring, or who have at least the equivalent. No knowledge of computer-use is necessary.

COURSE LEVEL: See prerequisites.

COST IN ADDITION TO TUITION: \$30.00 to include software, computer use and required texts. \$10.00 for students belonging to MicroComputer Club.

MAXIMUM ENROLLMENT: 25 for each section.

MEETING TIME AND PLACE: Section A: 1:00-3:00 p.m. Jan. 21-31; Section B: 4:00-6:00 p.m. Jan. 21-31; HA-206

648304 Languages 304 CLASSICAL MYTHOLOGY

4 semester hours
D. Gilmour

Greek myths have been studied from many different perspectives, by philologists, archeologists, anthropologists, and psychologists, but the stories still defy complete analysis; much of their mystery remains to be revealed. This course will develop understanding of Greek Myths by comparison with the cultural traditions of other ancient neighboring peoples with whom the Greeks had contacts, such as Near Eastern and Egyptian culture.

To discover the imagination and humanistic purposes of the ancient writer, students will be engaged in discussions of some of the greatest works of classical literature, such as Homeric epics and hymns, Hesiod's *Theogony*, and tragic dramas. We will study the creation of the world and the gods, the wars of the gods for sovereignty, the conflicts between men and gods, the battle of the sexes, the conquests of heroes and heroines against monstrous creatures and their struggle against the power of fate.

The course will be conducted by lecture and discussion. Students should expect to read an extensive volume of works. Slide presentations and films will supplement lectures and readings. Quizzes and tests will use essay questions. A short paper on a mythological topic will be assigned.

BIBLIOGRAPHY: Selections from: R. Fitzgerald, *The Odyssey of Homer*; E. White, *Hesiod's Theogony*; N.K. Sandar, *The Epic of Gilgamesh*; A. Heidal, *The Babylonian Genesis*; G.S. Kirk, *The Nature of Greek Myths*; and F.R.B. Godolphin, *Great Classical Myths*.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 40

MEETING TIME AND PLACE: 2:00-4:00 p.m. daily, EC-17

650305 Languages 305 NORWEGIAN FOLK ARTS

4 semester hours
A. Toven

The folk arts and crafts have for a long time been an important part of Scandinavian culture. Some of them are now disappearing, while others are experiencing a renaissance. There has been an increased interest in these folk arts here in the U.S. the last years, especially Norwegian "rosemaling" (decorative painting). This course will provide theoretical background, and will also give the student an opportunity to learn one of the crafts.

Part one of this course is a survey of Norwegian folk arts, including rosemaling, wood carving, weaving, and needle work. In lectures and discussions questions such as what constitutes folk arts, what sets them apart from other forms of art, and why did these particular arts flourish in Norway will be explored. Particular styles and schools will be considered, as well as comparisons with folk arts in the other Nordic countries.

The students will be expected to read a text and other selected materials, write a paper about some aspect of Norwegian folk arts, and take a final exam.

For the second half of the course the students will be divided in several groups to be able to concentrate on one of the folk arts. The individual instructors will evaluate the work of each student.

BIBLIOGRAPHY: Janice Stewart, *The Folk Arts of Norway*; Halfdan Arneberg, *Norwegian Art*; Roar Hauglid, *Norway, A Thousand Years of Native Arts and Crafts*; Margareth Miller, *Norwegian Rosemaling*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$25-\$50 for materials.

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, IN-100

650306 Languages 306
**NORWEGIAN CONVERSATION
PRACTICE**

1 semester hour

J. Rasmussen, A. Toven

This one-credit class offers students the opportunity to keep their oral skills polished between fall and spring Norwegian classes or as a follow-up to already-completed language study/study abroad.

Daily conversation in a structured environment provides the following benefits: greater familiarity with idiomatic expressions, expanded vocabulary, ongoing grammar practice, and increased confidence as a speaker of Norwegian. Class attendance and active participation are vital to successful completion of the course. Discussion materials are drawn from current newspapers and magazines.

Open to students at the intermediate level and above.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 3:00-4:00 p.m. daily, HA-219

642308 Languages 308
DEUTSCHES PRAKTIKUM

4 semester hours

R. Swenson

Students who have completed both semesters of German Composition and Conversation (351, 352) are invited to continue their involvement in German during an intensive, in-depth language experience. We will meet six hours per day, and in addition to gaining additional practice in hearing, speaking, writing and reading, we will explore many aspects of contemporary language and culture. There will be no required text, and we will utilize current newspapers, magazines, short wave programs, films, tapes and cassettes from German-speaking countries. From time to time we will have guest speakers who will share with us their expertise and experience.

A format of this type is ideal in the language learning milieu, for the concentrated nature of the Interim precludes students' taking other course work and there are no other requirements and obligations of other classes. German will be used exclusively in all class meetings.

Students who feel their German is adequate for this type of learning experience and who have had less than the required two semesters of Composition and Conversation may petition the instructor for permission to participate in this course.

BIBLIOGRAPHY: Selected handouts.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon & 1:00-4:00 p.m. daily, HA-215

654313 Languages 313
SPANISH: READINGS IN DRAMA

1 semester hour

L. Faye

This one credit course in Spanish literature is designed for students who have successfully completed at least 4 semesters of college Spanish or the equivalent.* The class will give continued practice for those who are currently in a Spanish class that is to continue in the spring semester. It will also give opportunity for any other student (who satisfies the prerequisite) to read a bit of Spanish drama.

Alfonso Sastre is a contemporary Spanish playwright, who, because of the controversial nature of some of his plays, had to go into exile during the time of the dictator Francisco Franco. For this reason, many of his plays were written and first staged in countries other than Spain—France, Germany, Italy. LA CORNADA uses the ambiance of the bullfight to portray a man destroying his own creation in order to promote himself. ESCUADRA HACIA LA MUERTE is a character study of 6 men thrown together in a situation of mounting tension.

Although there will be short home reading assignments, the emphasis in the course will be on class participation, both in reading the plays and in discussing theme, plot and character development.

Evaluation will be based on class participation and 2 short papers.

*Anyone wishing to enroll in this class with less than the indicated equivalency *must* have the permission of the instructor.

BIBLIOGRAPHY: A. Sastre, *Escuadra Hacia La Muerte* (Drama en dos partes), and *La Cornada* (Drama en dos actos).

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Students must have had a least 4 semesters of college Spanish or equivalent.

COURSE LEVEL: The course is designed for all students who meet the prerequisite.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 1:00-2:00 p.m. daily, HA-214

644314 Languages 314
ANCIENT GREEK

4 semester hours

R. Sneec

In Greek literature we find the birth of Western civilization. The importance of the Greek contribution to our understanding of what it is to be human, to our thinking about ourselves and the world around us, and to our expression of that thought, can hardly be overestimated. The Greeks of the Classical period (5th-4th cent. B.C.) produced minds whose influence still pervades our modern world. Plato, Aristotle, the great tragedians, Aeschylus, Sophocles and Euripides, to name but a few, have served as a definitive beginning and a source of inspiration for both systematic and poetic thought.

Historically, Greek political control of the eastern Mediterranean in the Hellenistic age (3rd-2nd cent. B.C.) made Greek the common (*koine*) language that is still remanent in the days of Christ and the apostles. The New Testament written in Greek reached an audience whose culture as well as language had been informed by the Greek genius.

This course is an introduction to the language of our cultural and religious heritage, to the Greek of Classical authors and to the *Koine* of the New Testament. The course assumes no previous experience with the Greek language though some other foreign

language experience is desirable. Students successfully completing it may enroll for Greek 102 in the Spring.

The course emphasizes the acquisition of language skills and is an intensive introduction to the structure and vocabulary of ancient Greek. The ultimate objective is the intelligent reading of original texts, and short readings from Classical and Biblical authors begin almost immediately. More extensive supplementary reading is drawn primarily from the gospel of John.

BIBLIOGRAPHY: C. A. E. Luschnig, *An Introduction to Ancient Greek*; K. Aland, *The Greek New Testament*; F. W. Gingrich, *Sorter Lexicon of the Greek New Testament*.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 12:00-3:00 p.m. daily, HA-204A

654318 Languages 318 SPANISH HOUR

1 semester hour
L. Faye

This is a course in intermediate to advanced conversational Spanish, offered to those students who have successfully completed at least two semesters of college Spanish.* It is for the student enrolled in Spanish in the fall who wishes to continue practicing the language during the long interval between the two semesters, and for any other student who would like to speak Spanish for an hour a day.

The class will be divided into intermediate and advanced groups, who will discuss various topics of current interest. From time to time the groups will report to the class as a whole, sharing ideas and opinions in Spanish. A special effort will be made to increase the active vocabulary of each person enrolling in the class.

Evaluation will be based on daily participation and periodic group presentations to the entire class.

*Anyone wishing to enroll in this class with less than the indicated equivalency *must* have the permission of the instructor.

BIBLIOGRAPHY: No text. Topics for conversation will be chosen in the class.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Students must have had at least two semesters of college Spanish or equivalent.

COURSE LEVEL: The course is designed for all students who meet the prerequisite.

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 12:00-1:00 p.m. daily, HA-204B

636302 Mathematics 302 HISTORY OF MATHEMATICS

4 semester hours
K. Batker

The course will examine some high points in the development of mathematics including:

- (1) The birth of arithmetic systems in Egypt and Babylonia.
- (2) The heyday of Greek geometry.

(3) The scientific revolution, birth of physics, and the coming of age of mathematics in western Europe.

(4) Developments between logic, mathematical models, science, and truth in the 19th and 20th centuries.

An effort will be made to view the mathematical concepts in the contexts of their historical settings (i.e., together with the scientific and social developments of their times.)

Classes will be lecture-discussion format.

Grades will be determined by a test at mid-Interim, a paper on some facet of the history of mathematics to be arranged with the instructor, and a final exam.

BIBLIOGRAPHY: Howard Eaves, *Introduction to the History of Mathematics*; Morris Kline, *Mathematical Thought From Ancient To Modern Times*; Newman, *The World of Mathematics*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: An interest in mathematics and its history plus the equivalent of one semester of calculus, or consent of the instructor.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:00-10:30 a.m. daily, M-112

Music (SCN number will be assigned at Registration)

PRIVATE INSTRUCTION

1 semester hour
Staff

Private lessons in selected media subject to availability of instructor. Two 45-minute lessons per week in addition to daily practice.

REQUIREMENT FILLED: GUR

RESTRICTIONS OR PREREQUISITES: Must register in the Music Office

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

COST IN ADDITION TO TUITION: \$90.00 lesson fee

MEETING TIME AND PLACE: To be announced.

656305 Music 305 BEGINNERS BAND

4 semester hours
L. Meyer

Beginning class instruction on any of the following instruments: flute, clarinet, saxophone, trumpet, French horn, trombone, baritone and tuba. Absolutely no experience or prior musical training is necessary. The University does have a limited number of instruments available; however, it would be best if students would find an instrument to use from friends, family or perhaps rental from a music store. The instructor will welcome any questions before Interim begins (Contact Music Department Office, ext. 7601). It is important to have all instruments in working order, so the first class meetings can be used to start "playing." The only expense will be a class method book, reeds or oil.

BIBLIOGRAPHY: Standard class method book to be determined.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 3:00-5:30 p.m. MTR, E-228

656308 Music 308
MUSIC FOR A NEW ORCHESTRA
4 semester hours
G. Youtz

What is MUSIC anyway? What are the assumptions upon which we base our opinions? By forming our own "orchestra" of newly invented instruments, we will challenge those assumptions and try to expand our notion of what is music and what is not, hopefully also reaching a greater understanding of the Western classical and popular music with which we are so familiar.

The course will begin with a look at the instruments, ensembles, harmonies and forms of Western classical music, then compare that music with Non-Western musics and Western popular music. We will explore some of the radical musics of the 20th century, reading and listening to works by John Cage, Harry Partch, Brian Eno, Philip Glass, and the genre of electronic music. Students will be assigned brief research topics, the findings to be presented to the class.

Following a brief look at the abstract principles behind instrumental design (vibrating strings, air columns, membranes, etc . . .), each student will propose, design and build an original instrument out of simple, cheaply and easily available materials. These will be used in the final week as the basis for improvisation, leading to the composition, rehearsal, and public performance of our "Music for a New Orchestra."

BIBLIOGRAPHY: John Cage, *Silence; Lectures and Writings*; Harry Partch, *Genesis of a Music*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: No musical experience is necessary, the only prerequisites are imagination and an open mind.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon M-R, E-122. Extra rehearsal time may be necessary during the last week.

698309 Music 309
LONDON! A CULTURAL TOUR
(See off-campus listing)

656311 Music 311
**FULFILL YOUR WILDEST
DREAM: LEARN TO PLAY THE
VIOLIN IN 12 EASY LESSONS**
2 semester hours
A. Tremaine

Experience the arts in a truly unique way. This course is designed for the curious, the young at heart, who have had no previous experience on the violin or at least very little; although experienced players may find the course a beneficial pedagogical background.

I will stress the physiological and psychological approach: the release of tensions in violin playing. This technique can also be applied to any of the other performing arts, such as public speaking and acting, or general day to day freedom from tension as well.

Besides learning to play the violin there will be discussion on the history of the violin, its construction and parts, how sound is produced, instrument purchase and care, stage fright, and other pertinent topics.

In addition to the scheduled class times, students will receive one half-hour private lessons weekly. Guest artists will be invited to perform, and recordings of legendary and world-renowned violinists will be played.

Student evaluation will consist of class attendance, progress on the instrument, and a paper on one of the topics discussed in class.

BIBLIOGRAPHY: Suzuki Violin School, Violin Part, Vol. 1; various selected works; Reserve Reading: Paul Rolland, *Basic Principles of Violin Playing*; Kato Havas, *The Violin and I*; Timothy Gallwey, *The Inner Game of Tennis*; Herbert Axelrod, *Heifetz*; Samuel & Sada Applebaum, *The Way They Play*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Approx. \$15.00 for violin rental

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 12:00-2:00 p.m. MWR, E-228

656312 Music 312
A RENAISSANCE EVENT
4 semester hours
K. Grieshaber

Have you ever had the fantasy to take a journey back into the Renaissance, when young men sang and wrote of courtly love and young women blushed their secret pleasure? Imagine yourself immersed in the sounds and sights of this golden age of culture. Come join us in this adventure into the music, dance, poetry, and drama of the Renaissance. You will learn to play the recorder, the most popular instrument of this enlightened age. You will also learn some popular Renaissance dances. Culminating the three week session will be a reenactment of a Renaissance performance, of some of the popular songs and dances of the time. A Renaissance recorder group will also share how their instruments sound on reconstructed instruments. This course is especially designed for those with little, or no formal music training, but who have a love of music, drama, and literature.

Students will be evaluated on their performance at the Renaissance Faire, on their recorder proficiency in the Katz book, and on a paper or project describing how the arts during the Renaissance mirrored the events, philosophy and ideals of the time.

BIBLIOGRAPHY: T. Manoff, *Music: A Living Language*; E. Katz, *Recorder Playing* (required text); H.H. Blanchard, *Prose & Poetry of the Continental Renaissance in Translation*; Also required-either soprano or alto recorder(s)

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 8:30 a.m.-12:00 noon MTR, E-228

656381 Music 318
**INTENSIVE STUDY AND
PERFORMANCE IN CHORAL/
INSTRUMENTAL MUSIC**

4 semester hours

E. Harmic

This course is an intensive study and performance of choral and choral instrumental literature of major composers. Open to students who are members of the University Chorale and selected instrumentalists. The first two weeks of the Interim, Monday-Friday 9:00 a.m. to 5:00 p.m., will include various sectional and full rehearsals of representative choral works from several historical/stylistic eras. This study will culminate in multiple performances of these works during the last two weeks of the Interim in churches and schools in Washington, Oregon, California, Nevada and Utah.

REQUIREMENT FILLED: Interim

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

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

COST IN ADDITION TO TUITION: \$100 or less

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 9:00 a.m.-5:00 p.m. daily,
E-227

656319 Music 319
**INTENSIVE STUDY AND
PERFORMANCE OF THE
CHORAL MUSIC OF BACH,
HANDEL AND SCHUTZ**

4 semester hours

R. Sparks

This course is an intensive study and performance of choral and choral/instrumental literature of Bach, Handel, Schutz and other major composers. Open to students who are members of the Choir of the West and selected instrumentalists. The first two weeks of Interim, Monday-Friday 9:00 a.m. to 5:00 p.m., will include various sectional and full rehearsals of representative choral works from historical/stylistic eras. This study will culminate in participation in the Pacific Northwest Bach Festival in Spokane and multiple performances of these works during the last two weeks of the Interim in churches and schools in Washington and British Columbia.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

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

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

COST IN ADDITION TO TUITION: \$100 or less

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 9:00 a.m.-5:00 p.m. daily,
X-201

698305 Nursing/Social Work 305
**MEETING THE CHALLENGES
OF AN AGING POPULATION**
(see interdepartmental listing)

664311 Nursing 311
SURGICAL INTERVENTION

4 semester hours

F. Gough

The nursing care required for patients undergoing surgical intervention will be the focus of this patient-centered study. The course should help the student to develop knowledge of aseptic technique and goals of surgical care as it relates to the patient in surgery. The student will gain an understanding of his/her role as a member of the operating room health team. Opportunity to apply aseptic technique will be given.

Students will spend three hours in class prior to their clinical experience. They will spend approximately 20 hours per week in the operating room with selected experiences in "scrubbing," "circulating," and post-anesthesia recovery unit.

Students will be evaluated by written work and clinical performance.

BIBLIOGRAPHY: George LaMaitre and Janet Finnegan, *The Patient in Surgery*; Sharon Mantik Lewis and Idolia Cox Collier, *Medical-Surgical Nursing* or Joan Luckmann and Karen Creason Sorensen, *Medical-Surgical Nursing*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Students must have completed Nursing, Level IV.

COURSE LEVEL: Advanced

GRADING SYSTEM: P, NC

COST IN ADDITION TO TUITION: Transportation and meals.

MAXIMUM ENROLLMENT: 10

MEETING TIME AND PLACE: The class will be divided into two lab groups. Meets in IN-111D. Lab A: Jan. 7 only, 7:00-11:00 a.m.; 2:00-4:00 p.m. Thereafter MT and rotating W 7:00 a.m.-3:30 p.m. Lab B: Jan. 7 only, 10:00 a.m.-12:00 noon; 1:00-5:00 p.m. Thereafter RF and rotating W 7:00 a.m.-3:30 p.m.

666101 Philosophy 101 - Section A
**PHILOSOPHICAL ISSUES:
CONSTRUCTING A
WORLDVIEW**
4 semester hours
K. Cooper

All of us hold beliefs about ourselves and the world that we did not learn from science, or history, or the church. We all believe for example, that umbrellas continue to exist even when no one is looking, that the sun's having risen so often in the past gives us good reason to think it will rise again tomorrow, and that it is 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 or not we are being reasonable in believing them?

Beliefs such as the above are sometimes called "world-viewish" beliefs: they describe the basic makeup of our world, supplying the framework for all our knowledge. This course will provide the student with an introduction to philosophy by focusing on what is most distinctive about the discipline: its formulating and criticizing of worldviews. By thinking together carefully about what we can know, in what we can believe, 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 discussing the readings and lectures.

There will be a quiz, one paper (6-8 pp.), and two essay exams on questions distributed in advance. Students will not be expected to agree with any specific "right answers" (although I intend to tell you what they are!), but rather to think carefully and critically about the issues we discuss and to provide rational support for their views.

BIBLIOGRAPHY: Jay Rosenberg, *The Practice of Philosophy: a Handbook for Beginners*; Keith Yandell, *Introduction to Ethics*; David Wolfe, *Epistemology: the Justification of Belief*; and a collection of articles in the philosophy of religion and the philosophy of science.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 12:30-3:30 p.m. daily, EC-22

666102 Philosophy 101-Section B
**PHILOSOPHICAL ISSUES:
PHILOSOPHY AND
RELIGIOUS SECTS**
4 semester hours
G. Myrbo

In this course we shall analyze traditional philosophical issues, relating these to the beliefs and positions adopted by several modern religious sects and cults. Topics discussed will include what we can rightfully claim to know, whether freedom is possible in a deterministic world, what a reasonable conception of human nature is like today, and what types of behavior can be thought to be morally correct or obligatory. The religious beliefs discussed range from spiritualism to scientology, from the confessions of the Children of God to Jim Jones and Satanists.

The course will include off-campus visits to sect communes or churches. It may also include guest lectures by sect leaders.

There will be two tests and two short papers. Students will be expected to participate in class discussions.

BIBLIOGRAPHY: R. Ellwood, *Religious and Spiritual Groups in Modern America*; W. Martin, *The New Cults*; A. Minton, *Philosophy: Paradox and Discovery*.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, HA-210

666301 Philosophy 301
**EVIDENCE AND EXPLANATION:
THE JFK ASSASSINATION**
4 semester hours
J. Nordby

Law enforcement investigators, Justice Department officials, a Presidential commission, a House committee and many others have attempted to answer the questions "Who killed President Kennedy?" and "Why was he killed?" In this course, we shall evaluate alternative explanations of the assassination entailing answers to these questions. Photographic evidence and eye witness testimony, as well as the backgrounds of Ruby, Oswald and other key figures in the assassination will be investigated. Recent attempts to apply the latest computer technologies to discover new evidence will be evaluated in an attempt to develop the best possible explanation of the assassination.

Written work involves producing a clearly written course paper applying the concepts of evidence and explanation to some aspect of the Kennedy assassination.

Oral work involves discussing films and slides in small groups, and general class discussion. The final grade for the course will be based on the course paper and class participation.

BIBLIOGRAPHY: Sylvia Meeger, *Accessories After the Fact*; David Lifton, *Best Evidence*; Anthony Summers, *Conspiracy*; Model Groden, *JFK: The Case for Conspiracy*; 1978 House Assassination Committee Report; Howard Rouffman, *Presumed Guilty*; Mark Lane, *Rush to Judgment*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Film fee: \$10.00

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, HA-210

666304 Philosophy 304
**HIGH TECHNOLOGY - TRUTH
AND CONSEQUENCES**
4 semester hours
C.E. Huber

It is widely believed we have entered a radically new era in cultural and industrial development. Three million jobs in traditional work places will be lost in the next 20 years. Many others will be transformed by new technology—computers, robotics, lasers—as it enters every corner of our lives, in the workplace, the home, church, school and government.

What are the prospects that humankind will adapt successfully to the "technological revolution"?

In this course we shall study some of the characteristics of "the computer age" and the effects that it has brought about in society. We will explore the fundamental operations of a particular technology—computers—as a way of defining the kind of problems technology generates.

In the second part of the course we shall address the implications of technology for culture, with particular attention to the effects on moral and religious values.

The class will be largely an extended discussion centered on selected reading materials, TV programs and computer demonstrations. Two tests and some computer-based quizzes will be given.

BIBLIOGRAPHY: L. Hickman & A. Al-Hibri, *Technology & Human Affairs*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, HA-204A

666385 Philosophy 385-III HEALTH CARE ETHICS: PARENTING, INFANTS, AND CHILDREN

1 semester hour
P. Menzel

Pregnancy, infancy, and childhood present excruciating moral choices for parents about the medical treatment of their offspring. Pre-natal diagnosis of the defects and gender of fetuses has now made it possible to abort to select the normality and preferred sex of one's child. Letting abnormal infants die for want of live-saving medical treatment has provoked heated recent controversy and government regulation. Potentially harmful research on children raises bothersome questions about the right of parents to substitute their consent for the child's.

Students in this course will selectively examine some of these issues. The course continues the series of one-hour units of Philosophy 385 taught throughout the year, but the course is entirely appropriate for new as well as continuing students. Students' primary responsibility will be preparation for class discussion. One short paper or take-home exam will be required.

BIBLIOGRAPHY: J. Arras and R. Hunt, *Ethical Issues in Modern Medicine*.

REQUIREMENT FILLED: Counts towards philosophy GUR, but only when supplemented with Philosophy 225 in regular semester.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 6:00-8:00 p.m. M,R, HA-210

666395 Philosophy 395 SCIENCE: NATURAL, SOCIAL, AND PSEUDO

4 semester hours
G. Arbaugh

All of us enjoy the benefits—and burdens—of science and technology. Most of us have been educated to some degree in natural and social sciences; and most of us, more or less unconsciously, share a characteristic modern scientific mentality. Not so many, however, have considered what science really is, how it is related to faith, ethics, art, or for that matter, astrology, parapsychology or the occult. Nor, for most of us, is it very clear why there seem to be profound differences between sciences like physics and chemistry on the one hand, and economics, anthropology or history on the other. And why is mathematics, which scarcely looks like a science at all, so closely historically linked to the development of science? In short, though we live in an age of science, think—some of the time—scientifically, and dutifully learn and practice science, we may not very clearly know what we are about.

The goal of this course is to provide an insight into the nature of science itself, its goals and methods, its uses and limits, and its implications for human life, faith, and values. We will seek to clarify these central issues by approaching science from four directions, studies of:

- 1) fundamental scientific concepts—theory, law, data, explanation, and measurement,
- 2) important events in the history of science,
- 3) differences in the methods and achievements of natural and social science,
- 4) problematic or pseudo scientific claims in such areas as astrology and parapsychology.

Students will be graded on the basis of a) weekly quizzes over reading material and lectures, b) a final examination covering major themes in the course, c) preparation for and participation in regular class discussions, and d) a term paper. No particular background in science or philosophy is required.

BIBLIOGRAPHY: Patrick Grim, *Philosophy of Science and the Occult*; Ron Harre, *Great Scientific Experiments*; Arnold Levison, *Knowledge and Society*; Stephen Toulmin, *The Philosophy of Science*.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, HA-204A

668100 Physical Education 100 PERSONALIZED FITNESS PROGRAM

1 semester hour
Staff

COST IN ADDITION TO TUITION: \$5.00

MAXIMUM ENROLLMENT: 40

MEETING TIME AND PLACE: 11:00 a.m.-12:15 p.m. daily, Memorial Gym

668202 Physical Education 202
BEGINNING GOLF
1 semester hour
Staff

MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00-3:00 p.m. MWF,
OA-FH

668204 Physical Education 204
BOWLING
1 semester hour
Staff

COST IN ADDITION TO TUITION: \$20.00
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: Section A - 8:00-9:15 a.m.
daily, University Center; Section B - 9:30-10:45 a.m. daily, Univer-
sity Center

668208 Physical Education 208
SKIING
1 semester hour
Staff

COST IN ADDITION TO TUITION: \$60.00 (non-
refundable) course fee plus lift fees. Students must provide own
equipment.
MAXIMUM ENROLLMENT: 150
MEETING TIME AND PLACE: Lecture meeting times: 7:30
p.m. January 7, 14, 21, 28, HA-101; Six slope sessions:
12:30-10:00 p.m. January 9, 10, 16, 17, 23, 24

668210 Physical Education 210
SLIMNASTICS
1 semester hour
K. Hemion

MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 1:00-2:15 p.m. daily,
OA-Balcony

668213 Physical Education 213
PERSONAL DEFENSE
1 semester hour
Staff

MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 6:30-8:00 p.m. M-R,
OA-Balcony

668225 Physical Education 225
CO-ED VOLLEYBALL
1 semester hour
S. Officer

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

668227 Physical Education 227
WEIGHT TRAINING
1 semester hour
Staff

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

668245 Physical Education 245
SQUARE DANCING
1 semester hour
H. Adams

RESTRICTIONS OR PREREQUISITES: Students are urged
to register for this course by couples.
MAXIMUM ENROLLMENT: Open
MEETING TIME AND PLACE: 8:00-10:00 a.m. daily,
EC-Gym

668302 Physical Education 302
**PRINCIPLES OF STRENGTH
TRAINING**
2 semester hours
G. Chase

This is a lecture and laboratory course designed to help students understand the principles and methodology involved in developing personalized strength training programs. Attention will be given to the proper use of progressive resistance exercises to increase muscular strength and endurance. Opportunities will be given for students to evaluate strength training programs, and to design personalized programs based on scientific principles of muscle and neurophysiology. The importance of injury prevention through proper technique, body alignment, fatigue and overload will be emphasized.

Topics to be covered include: 1. Structure and function of skeletal muscle—the muscle cell, theory of contraction, the motor unit and strength gradation, kinds of motor units (i.e. fast-twitch (FT) and slow-twitch (ST fibers), muscle force-velocity and power-velocity, relationships, local muscular fatigue. 2. Nervous control of muscular movement. 3. Development of muscular strength and endurance—weight training programs (physiological changes), overload, specificity, muscle soreness, strength and endurance programs. 4. Flexibility—development, flexibility and performance.

On-and-Off Campus Activities: On-campus activities include strength and muscular endurance training. Off-campus activities include visits to various community strength training facilities to assess programming strategies.

Students will develop and participate in personal programs and turn in evaluations and results.

Final paper of personal plan with results, discussion, recommendations and references. Objective—results of strength and muscular endurance testing.

BIBLIOGRAPHY: W.L. Westcott, *Strength, Fitness: Physiological Principles and Training Techniques*; and selected readings.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 10:00-11:30 a.m. daily, OA-106 & Fitness Center

668304 Physical Education 304 THE OLYMPIC GAMES & AMATEUR SPORTS IDEALS

4 semester hours

D. Olson

In a quest for meaning, values, and understanding of contemporary sport 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; discussion; movies; tapes; guest appearances of former Olympic coaches and athletes, amateur sport administrators, and high school and collegiate athletic directors; and a review of current literature. Class members will be evaluated on one major 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: Gene Glader, *Amateurism & Athletics*; Jeffrey Segrave and Donald Chu, *Olympism*; “The Olympian”, U.S. Olympic Committee (periodical), current issues.

REQUIREMENT FILLED: Interim and Coaching Minor.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 am.-12:00 noon daily, OA-105

668306 Physical Education 306 THE EXPEDITION EXPERIENCE

4 semester hours

D. Ryan

“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 7-10 days’ duration. Location, itinerary, and goal setting will be decided during the first week of Interim. Students will prepare physically, logistically, and academically for the accomplishment of 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. 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 also be emphasized to insure preparedness for the journey. Experienced expedition veterans will be invited as occasional guest lecturers.

Grading will be based primarily upon the submission of an “expedition journal” and a completed report of one’s research project.

BIBLIOGRAPHY: G. Fear, *Surviving the Unexpected Wilderness Emergency*.

REQUIREMENT FILLED: Interim

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

COST IN ADDITION TO TUITION: \$30/student to cover transportation costs, group equipment, incidental expenses.

INSURANCE COVERAGE: Required

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, X-203

668307 Physical Education 307 SPORT PSYCHOLOGY

4 semester hours

C. Hacker

The mind is the last frontier of sport performance research. For that reason, this course will attempt to convey what is known today, what is currently being studied, and what needs to be studied in the future within the realm of sport performance. Some topical areas of discussion include: attentional styles, competition, achievement training, motivation, team cohesion, attribution and socialization. A special emphasis of the course is to outline various psychological training programs for peak performance along with sport-applied stress management techniques. It is a current, up-to-date analysis of past and current practices in the emerging science of sport psychology. Evaluation combines participation in classroom projects, a written comprehensive review of literature in student-selected topics, oral reports, and quiz grades.

BIBLIOGRAPHY: Bill Straub, *Sport Psychology: An Analysis of Athlete Behavior*; Terry Orlick, *In Pursuit of Excellence*.

REQUIREMENT FILLED: Interim and will fulfill B.A. in Education—Physical Education Major

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, OA-103

668309 Physical Education 307
SPORT PSYCHOLOGY LAB
1 semester hour
C. Hacker

A one credit Sport Psychology Lab is open to students enrolled in the Sport Psychology lecture class. The purpose is to give students "hands-on," practical experience implementing previously learned psychological training programs with various collegiate athletes, teams, and coaches. Evaluation will consist of a student evaluation of the experience, student projects, and a daily log of activities.

BIBLIOGRAPHY: Bill Straub, *Sport Psychology: An Analysis of Athlete Behavior*; Terry Orlick, *In Pursuit of Excellence*.

REQUIREMENT FILLED: Interim and will fulfill coaching minor and physical education requirements.

RESTRICTIONS OR PREREQUISITES: None. Lab not required for registration in PE 307. However, to register in lab, students must have completed or be enrolled in PE 307.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: Minimum six hours per week at times to be arranged with instructor.

668308 Physical Education 308
SPORTS MOTIVATION
2 semester hours
F. Westering

Sports motivation is a stimulating and interesting course specifically designed for today's athletic coach or anyone involved in athletics. Sports Motivation is based on many new developments in psychology and athletics. Many winning ideas and techniques are presented on motivating individuals and teams, assessing strengths and weaknesses of individual players and teams, as well as methods of knowing and better understanding the attitudes and behavior of today's athlete. Sports Motivation is the key to assisting the athlete to strive for his or her maximum potential. The class members will be involved in group discussions and role playing situations with each motivational style (fear, incentive, attitude, and combinations of each.) Students then have the opportunity to do reaction papers on the various motivational types that are on reserve in the library or on the seven films that are shown in class. The students write a final self-evaluation paper on their new insights, understanding and application of motivational styles, possible conflicts within these styles, and how they can apply them to their lives.

BIBLIOGRAPHY: Tutko, *Sports Psychology*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Small charge on hand-out material.

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 8:45-10:00 a.m. daily, OA-104

668310 Physical Education 310
**DANCE TECHNIQUE &
CHOREOGRAPHY**
4 semester hours
Staff

This dance workshop is designed to provide daily movement sessions in the areas of dance technique, improvisation, and choreography. It is an intense time in which dance philosophies will be shared and explored. In addition to daily technique classes, students will attend off campus events. These events will provide a springboard for movement studies. These experiences will include trips to art galleries, nature walks, scientific exhibitions, and character analysis observations. There may be two additional charges (optional) to any of these off campus events. Students will be required to keep a daily journal of the creative process, in-class movement assignments, and one final self-evaluation paper on their insights and application of material they studied.

No previous dance experience is required, only a serious commitment to the creative process is necessary.

BIBLIOGRAPHY: *The Intimate Act of Choreography*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 6:00-8:30 p.m. M-R, EC-Gym. There will also be outside rehearsal and attendance at off-campus events.

668313 Physical Education 313
**DRUGS, ERGOGENIC AIDS,
AND THE ATHLETE**
2 semester hours
G. Nicholson

Various foods, drugs and theories of training have been introduced to athletes for the purpose of improving athletic performance and/or assisting in weight gain or loss. Coaches and athletes should be aware of the authenticity of the various claims and be able to determine that possible harmful effects of such ingesta. Lectures, film, and outside speakers will consider food supplements, nutritional requirements, pre-event nutrition, weight control, use of water, drugs, oxygen, sugar, blood doping, and other ergogenic aids. Student will do a presentation.

BIBLIOGRAPHY: Alfred F. Morris, *Sports Medicine-Prevention of Athletic Injuries*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 10:00-11:30 a.m. daily, OA-104

698314 Physical Education/
Sociology 314
**THE TECHNOLOGICAL
WOMAN: IMPLICATIONS FOR
THE WORKPLACE**

(See interdepartmental listing)

670260 Health Education 260
FOOD AND HEALTH

1 semester hour
P. Hoseth

This course is a study of the basic requirements necessary to maintain optimal health through wise food choices. Topics of discussion include: nutrients and their metabolism, dietary guidelines, food fadism, labeling, additives, vegetarianism, obesity, nutrition during pregnancy and nutrition for athletes. Students must attend each class, complete a personal diet analysis, and complete projects dealing with food labeling, nutrient components of food and a personal plan of action.

BIBLIOGRAPHY: Hamilton and Whitney, *Nutrition: Concepts and Controversies*

REQUIREMENT FILLED: Health Education minor and Sports Medicine specialization.

GRADING SYSTEM: P, F

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:30-9:30 p.m. Monday evenings, Jan. 7, 14, 21, 28, OA-102

670311 Health Education 311
**FAMILY CENTERED
CHILDBIRTH**

4 semester hours
P. Hoseth

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 its products well for the demands and responsibilities of citizenship, for the scientific, intellectual and commercial worlds. 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: (1) anatomy and physiology of reproduction, pregnancy, labor and delivery; (2) prepared childbirth using Lamaze and other techniques; (3) emotional changes during pregnancy; (4) anesthesia; (5) postpartum; (6) breast feeding; (7) midwifery; (8) family planning; and (9) infant care.

Course expectations include: attendance, participation in class discussions, and reading from textbooks. Additional course requirements will include the following projects: (1) research current articles within three different areas of study, (2) consumerism project, and (3) final research paper or a report of observations from visiting two childbirth education classes in the community.

BIBLIOGRAPHY: Handbook of the Childbirth Education Assoc. of Tacoma, *Toward A Better Beginning*. Other optional texts will be used.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Since the course is primarily designed for non-professionals studying in medical or related areas, upper-division nursing students should contact the instructor before registering for the course.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00-11:00 a.m. daily, OA-102

674305 Physics and Engineering 305
THE ART OF ELECTRONICS

4 semester hours
Staff

Much of electronics as currently practiced can be seen as a simple art, a combination of basic laws, rules of thumb, and a large "bag of tricks." The approach used in this course will follow this practice, in the tradition of an "electronics for scientists" course as opposed to a first course in electronic circuit design for electrical engineers. It will be largely non-mathematical with strong encouragement of a basic understanding of circuits using minimal calculations. Areas of study may include transistors, operational amplifiers, active filters, voltage regulators, precision circuits, digital and analog electronics and microprocessors. Beginning at a level suitable for those with no previous exposure to electronics (or even electricity), the goal of the course will be to reach the point where the student is considered knowledgeable in the world of electronics.

Class time will be devoted largely to laboratory work with students progressing substantially at their own pace through the sequence of exercises contained in the manual designed to accompany the text. Lecturing will be kept to a minimum. Reading assignments and weekly quizzes required of all students will assure a reasonable rate of progress. A daily laboratory notebook will be kept by each student.

Grades will be assigned on the basis of daily laboratory work, laboratory notebooks, and performance on the quizzes.

BIBLIOGRAPHY: F. Horowitz & W. Hill, *The Art of Electronics*; F. Horowitz & I. Robinson, *Laboratory Manual to accompany The Art of Electronics*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: This course is open to all students, but it is suggested that those registering have at least the equivalent of PLU Math 133 (high school level algebra/trig.)

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$20 per student for laboratory fees

MAXIMUM ENROLLMENT: 14

MEETING TIME AND PLACE: 1:00-5:00 p.m. daily, R-112

676302 Political Science 302
**POLITICAL SCIENCE FICTION
& FANTASY**

4 semester hours
W. Spencer

Science Fiction and fantasy have become widely recognized and accepted as literary genres particularly adaptable to the study of more traditional academic topics and themes. The "willing suspension of disbelief" is not incompatible with recognition, analysis, and criticism. In many works, they are mutually reinforcing in that the reader must confront familiar issues, conditions, problems, and patterns of behavior in the context of unfamiliar settings. Of particular use are works which feature well-developed social systems in the context of given or implied technological, economic, psychological, or historical conditions. The freshness of perspective may facilitate the examination or re-examination of values and understanding.

This course will use science fiction and fantasy as a means of addressing and exploring a number of political themes and issues, such as power, conflict, human nature and political motivation, corruption, violence, leadership, and social conditions and policy. We will examine not only works in which political matters are an explicit and principal theme, but works in which the implicit political content is such that political assumptions, behavior, and consequences are subject to scrutiny.

The course will be strongly oriented to discussion of assigned readings and of papers developed by the students. Included will be an extensive treatment of the trilogy by J.R. R. Tolkien, *The Lord of The Rings*. Student projects may focus on specific themes or on particular authors, or they may consist of the student's own creation and accompanying analysis.

BIBLIOGRAPHY: J. R. R. Tolkien, *The Lord of The Rings* (3 vols.)
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 28
MEETING TIME AND PLACE: 9:00-11:00 a.m. daily, HA-204B

698315 Political Science 315
WASHINGTON WINTERIM '85
(See off-campus listing)

678309 Psychology 309
PSYCHOLOGY AND THE LAW
4 semester hours
D. Andersen

Students preparing for careers in the social service professions may find this course of interest. Its main objective is to expose students to some of the practices, issues and empirical work generated by the growing mutual influence between the law and psychology. There are three major goals to be reached in accomplishing this objective. First, we will explore the impact that legal principles and policies have had on the practices of clinical psychologists and allied mental health professionals. The focus here will be on the practical implications for professionals of such issues as involuntary commitment proceedings, expert court testimony, confidentiality, life-

threatening communications and malpractice. Along with this survey, and as a second goal for the course, we will *critically* examine these issues for what they tell us about the relationship between the legal system and the mental health system. We'll explore the work of some critics, from both systems, who have suggested that the growth of this relationship damages the integrity of the law, corrupts the aims of the mental health field, victimizes those who have committed no crime, and endangers the public. In order to see in what future directions this relationship's growth may lead we will, as our third goal, survey some areas of psychological research which carry clear implications for the courtroom. Research by psychologists on juror selection criteria, eyewitness reliability, jury size, and juror's information-processing of trial evidence has already begun to affect how judges and juries do their work. As more psychologists turn to empirical investigations of legal issues, further changes in the justice system are likely to follow.

Critical examination of the relationship between law and psychology will be conducted through lectures, class discussions, text and other readings. Quality of students' critical thinking will be evaluated through two examinations. Students may select to complete a research paper or special project for Honors credit.

BIBLIOGRAPHY: R.L. Schwitzgebel and R.K. Schwitzgebel, *Law and Psychological Practice*; N. Kittrick, *The Right to Be Different: Deviance and Enforced Therapy*
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 60
MEETING TIME AND PLACE: 6:30-9:00 p.m. M-R, HA-213

678355 Psychology 355
**ENVIRONMENTAL
PSYCHOLOGY**
4 semester hours
C. Hansvick

This course examines the psychological nature of the relationship between people and their physical surroundings. People have had relatively permanent effects upon their physical environments, as evidenced by the present need for energy conservation. However, they are also becoming increasingly aware that they are affected by their settings and must adapt when it is impractical to change the physical environment. It is this aspect of the human-environment relationship which is the concern of environmental psychologists. We will explore questions such as how people who experience earthquakes, tornadoes, or floods regularly justify the risks involved. Or, what makes one large city exciting while another is just crowded and confusing? The physical settings to be studied include cities, wildernesses, transportation facilities (e.g., airports and busses), businesses and institutions (e.g., prisons and hospitals), bars and restaurants, homes and interior designs. Special emphasis will be placed upon human territorial behaviors within these settings.

Students will be expected to read text materials and relate these materials to their personal experiences. Planned class exercises range from studying non-verbal behaviors on campus to field trips. Class time will involve a lecture/discussion format. Evaluations will be based upon weekly exams, class projects and a paper.

BIBLIOGRAPHY: J.D. Fisher, P.A. Bell, and A. Baum, *Environmental Psychology*.
REQUIREMENT FILLED: GUR
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, HA-209

698241 Religion 241
**THE BIBLE IN THE BRITISH
MUSEUM AND ENGLISH
CATHEDRAL**
(See off-campus listing)

680302 Religion 302
**DOES ARCHAEOLOGY
PROVE THE BIBLE?**
4 semester hours
R. Gehrke

This course will consider the basic methods and chief results of archaeological research related to the Bible. After an introductory survey of the history and methods of modern scientific archaeology, significant finds will be considered chronologically: those of the Bronze Age (relating to the patriarchs, the exodus, the wilderness sojourn, conquest of Canaan) and those of the Iron Age (relating to the Judges, Israelite monarchy, exile, post-exilic and "inter-testamental" period). Some consideration will be given to the Palestine of Jesus' Day and the Roman World of the Earliest Church.

Currently popular topics ("Have They Really Found Noah's Ark?") will receive consideration but emphasis will be on those discoveries which have broader and deeper significance for biblical studies (e.g., the Babylonian flood accounts). By choosing for special personal study a biblical site which is representative of a period (e.g., Samaria during the Divided Kingdom) the student will learn to evaluate current technical archaeological reports as well as treatments of the subject by scholars primarily interested in biblical history. Although not absolutely prerequisite, some general knowledge of biblical history is desirable.

BIBLIOGRAPHY: J. Pritchard, *The Ancient Near East*; K. Kenyon, *The Bible & Recent Archaeology*; J. A. Thompson, *The Bible & Archaeology*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Biblical Literature or its equivalent or consent of instructor.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:00-10:00 a.m. daily, HA-210

680303 Religion 303
**STUDIES IN CHURCH
MINISTRY: AN URBAN
EXPERIENCE AND
PERSPECTIVE**
4 semester hours
J. Brown, D. Quast

"Where Cross the Crowded Ways of Life," a hymn written by Frank Mason North in 1903, actively called Christians to deal with the results of the Industrial Revolution—cities which had turned into prisons of despair for millions of people. The call still echoes. This course will focus around the social ministry of the Church in both theory and practice. During the first week we will examine the historical involvement of the churches in the city. The second week will involve trips to Seattle to begin first hand exploration of the modern issues of urban ministry. The third week we will immerse ourselves in that ministry, working with groups such as Union Gospel, Salvation Army, Downtown Emergency Shelter, Bread of Life Center, Emmanuel Lutheran Church Center, Lutheran Compass Center and Night Watch. The fourth week we will examine the value of the Church's presence and ministry and explore our own "solutions" to what we have experienced and studied. The class will meet in a seminar group to discuss the readings and experiences. Students will keep journals during the month to aid in reflection. Evaluation will be based on participation in class discussions, involvement in a Seattle practicum and the journal.

BIBLIOGRAPHY: Ronald C. White and Howard C. Hopkins, *The Social Gospel*; Frederick Herzog, *Justice Church*; Karl Marx and Friedrich Engels, *The Communist Manifesto*; plus a packet of articles.

REQUIREMENT FILLED: Interim. Majors may receive religion credit.

RESTRICTIONS OR PREREQUISITES: Tally cards required.

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

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Approx. \$25 to include Seattle practicum transportation and meals.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, HA-204A

680318 Religion 318
**DISCOURSE ON POWER:
CULTURE AS THE
VICTIM OF TECHNOLOGICAL
DISCIPLINE—READINGS IN
MICHEL FOUCAULT**

4 semester hours
M. Poellet

Michel Foucault is one of the harsher critics of contemporary philosophy, theology and culture. The main objective of this course is exposure to his thought, to his attack not as much on "such and such" as institution of power, or group, or class, but rather on the technique, the technology, or the form of power. It is the specific technology of a power that regards individuals both as objects and instruments of its exercise. This power is not triumphant, excessive, omnipotent, but modest, suspicious, calculating. It operates through hierarchical observation, normalizing judgment, and their various combinations. For example, the telescope, the lens, the light beam introduced major technological advancements into physics, cosmology and our everyday lives. Yet these "eyes that see without being seen" were the means of not only establishing new knowledge of and for humanity, but over humanity. The military camp was one of the earliest forms of such "observatories," but these principles are at work on the design of hospitals, asylums, prisons, schools and even houses. The perfect apparatus would make it possible for a single gaze to monitor everything constantly wherein a state of conscious and permanent visibility assures the automatic functioning of power. Foucault, as an evangelist against these forms of subjection, domination and exploitation, rallies us to the struggle, alerting us to the Scylla and Charybdis of power's individualization techniques and totalization procedures.

The course will consist of intensive class discussion of the readings, two oral class presentations and a ten-page paper.

BIBLIOGRAPHY: M. Foucault, *The History of Sexuality, Madness and Civilization, Discipline and Punish, The Order of Things*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: This course is open to sophomores, juniors, and seniors. Some background in religion and philosophy is preferred. Tally cards required.

COURSE LEVEL: The course is designed for advanced students.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily,
HA-204B

680361 Religion 361
**PHILOSOPHICAL AND
RELIGIOUS TRADITIONS
OF INDIA**

4 semester hours
P. Ingram

Do modern Westerners have anything important to learn from the Indian Way of religion and philosophy? Most certainly, yes. In this course you will discover why and how as you engage in dialogue with the Vedic traditions, the *Bhagavad-gita*, the six "orthodox" schools, the Buddhist Way, Jainism, Sikhism, and modern Indian thinkers such as Rammohun Roy, Swami Vivekavanda, Rabindranath Tagore, Mahatma Gandhi, and others. Through reading primary sources in translation, writing a research paper on

a topic of your own choosing, and two in-class essay examinations each of you will be given the opportunity to expand and deepen your own religious and philosophical commitments through encounter with the Indian "answers" to humanity's "enduring questions."

BIBLIOGRAPHY: S. Radhakrishnan, *A Sourcebook in Indian Philosophy*; Thomas Hopkins, *The Indian Religious Traditions*; Troy Wilson Organ, *The Hindu Quest for the Perfection of Man*; M. Hiriyana, *Outline of Indian Philosophy*.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 8:00-10:00 a.m. daily,
HA-202

680367 Religion 367
JUDAISM

4 semester hours
J. Petersen

This course will examine the faith and commitment of Judaism from early biblical times to the present, with attention to interpretation of the Hebrew Bible, rabbinic thought, religious observances, modern movement and Jewish-Christian dialogue.

The course will follow the historical growth of the faith, leaders and institutions of Judaism from its beginnings to present times. Special attention will be given to the religious practices and theological formulations at the beginning of the common era. These far-ranging developments took shape in times of severe cultural and religious crisis and have continued to exert profound influence on the religious life of the people throughout medieval and modern times.

We will include visits to synagogues in the area, which are to be written up in brief reports. Evaluation will be based on two tests (over the class work and readings), a term paper and the reports on synagogue visits.

BIBLIOGRAPHY: Heford, *The Ethics of the Talmud*; Neusner, *The Life of Torah: Readings in the Jewish Religious Experience*; Trepp, *A History of the Jewish Experience*.

REQUIREMENT FILLED: GUR

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: 10:00 a.m.-1:00 p.m. daily,
HA-214

698305 Nursing/Social Work 305
**MEETING THE CHALLENGES
OF AN AGING POPULATION**
(See interdepartmental listing)

686304 Sociology 304
**THE SOCIAL THEORIES
OF KARL MARX**

4 semester hours
A. Biblarz

Increasingly, an understanding of contemporary societies requires a serious familiarity with Marxist ideas. Courses in sociology, history, and political science often make passing reference to these ideas, but a full treatment is seldom possible. Students interested in learning about Asia, Africa, and Latin America, as well as Eastern Europe, need to have a deeper understanding of Marx's thought in order to fully appreciate the positive and negative aspects of socialist societies, and the meaning of contemporary revolutions.

This course will be devoted to a critical exposition of Marx's theories of society, social change, and social institutions. Students will read and discuss basic Marxist works, and will hear lectures placing Marxist ideas in their philosophical and historical context, as well as examining the manner in which these ideas have been put into practice. Evaluation of the students will be based on two essay examinations.

BIBLIOGRAPHY: A compilation of works by Marx, Engels, & Lenin entitled, *The Essential Left*.

REQUIREMENT FILLED: Interim.

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 10:00 a.m.-12:30 p.m. daily, EC-13

698314 Physical Education/
Sociology 314
**THE TECHNOLOGICAL
WOMAN: IMPLICATIONS FOR
THE WORKPLACE**
(See interdepartmental listing)

686307 Sociology 397
FITTING INTO WORKPLACES

4 semester hours
J. Reisman

Workplaces are as varied as are a station on an assembly line on a shop floor, a position on a fire-fighting crew in the woods, and a private office in a company headquarter. People's everyday experiences at work and people's long range opportunity structure are directly related to their specific workplaces. Sociologists study these issues by analyzing two aspects of workplaces: socialization and social control. Socialization is concerned with the ways that employers teach people how to function in their jobs. Social control is involved with the ways that efficiency, productivity and stratification are created in workplaces. This course will examine these issues in varied workplaces across different industries and jobs and for different groups of people.

The approach to this course involves both reading and a field project. The reading material includes relevant work in social history and empirical research. The field projects will include original data collection, through interviews and/or observation on selected topics. These projects will be assigned, implemented, and analyzed during the course. The joint approach of reading and field activity offers students the conceptual background and close-up experience for understanding varieties in the United States workplaces.

BIBLIOGRAPHY: Ralph Edwards, *Contested Terrain*; Paul Willis, *Learning to Labour*; Rosabeth Moss Kanter, *Men and Women of the Corporation*; Elaine Pitt Enarson, *Woods-Working Women*

REQUIREMENT FILLED: Interim

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

COST IN ADDITION TO TUITION: Transportation to field sites.

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 12:00-4:00 p.m. MTW, EC-23

688231 Statistics 231
INTRODUCTORY STATISTICS

4 semester hours
R. Jensen

Descriptive statistics: Measures of central tendency and dispersion. Inferential statistics: Generalizations about populations from samples by parametric and non-parametric techniques. Methods covered will include estimation, hypothesis-testing, simple correlation analysis, linear regression, chi square analysis, and analysis of variance.

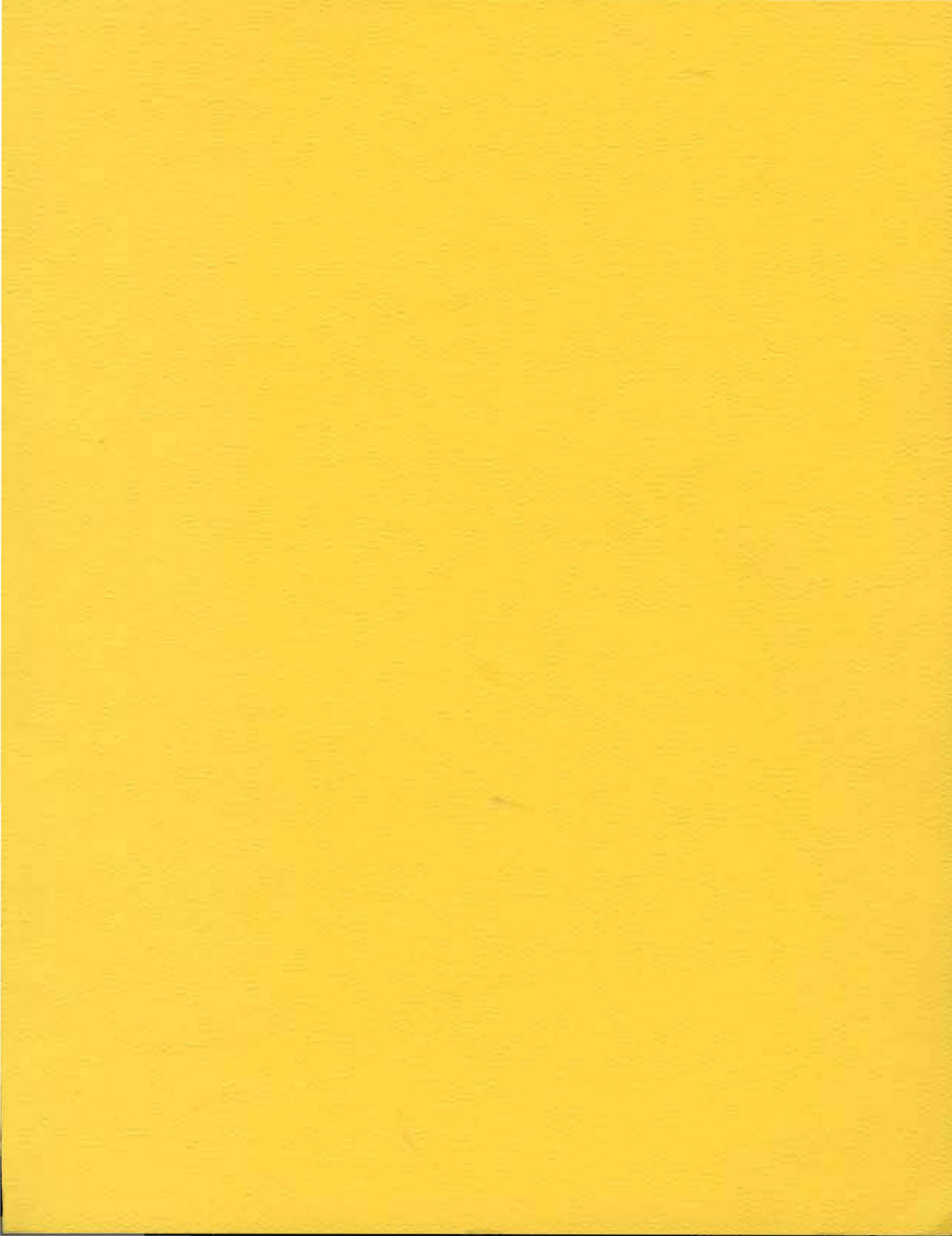
BIBLIOGRAPHY: Freund, *Modern Elementary Statistics* (6th Edition).

REQUIREMENT FILLED: Partial fulfillment of College of Arts and Sciences Language Requirement

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00-11:00 a.m. daily, optional discussion section 2:00-3:00 p.m. TR, HA-208





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