



PACIFIC LUTHERAN UNIVERSITY
INTERIM 1986
CATALOG



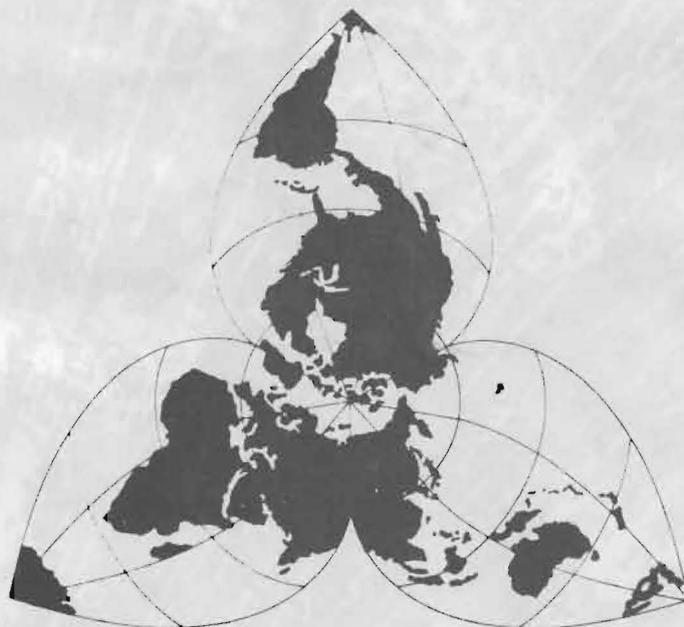
GLOBAL VISIONS January 6-31, 1986

Our Theme . . .

GLOBAL VISIONS

The Pacific Northwest's increasing interaction with the international community inspires this year's Interim theme GLOBAL VISIONS. As a liberal arts institution, Pacific Lutheran University is committed to building a greater understanding of the cultures and relationships that constitute the global village. The challenge of this Interim is to examine some dimensions of that village both through coursework and the Enrichment Program.

- How do developing technologies and political conflicts affect the world's oceans?
- Are issues of economic development and environmental preservation inconsistent with broad ecological preservation?
- What role do the arts play in cultural identity and intercultural understanding?
- Do the Caribbean and Latin American nations share the U.S. view on the region's development?



INTERIM 1986
January 6-31, 1986

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Join us for **INTERIM 1986: GLOBAL VISIONS**. In addition to the many classes, PLU offers a wide assortment of presentations through the Interim Enrichment Program. Here is a preview of some of the events:

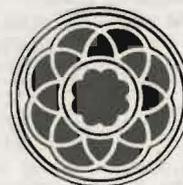
- January 9 -** Robert Trotter, "The Arts and Our Identity"
January 11 - International Food Fair
January 14 - David Brown, "The Cousteau Society Looks at the World and Its Oceans"
January 13-20 - Foreign Language Week
January 21 Sherwood and Judy Smith, "Visions Under the Sea"
January 28 - "The Politics of Paradise: U.S./Caribbean Relations"

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THE INTERIM COMMITTEE

- Jack Bermingham**
Assistant Professor of History
Thomas Campbell
Assistant Professor of English
John Heussman
Director of the Library
Jon Nordby, Chair
Assistant Professor of Philosophy
Joan Stiggelbout
Assistant Professor of Nursing
Ann Tremaine
Associate Professor of Music
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 or 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-113). The proposal must then be approved by a supervising instructor and by the chair or dean 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-113). 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.

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 the 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, NE
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 \$820 for each 4-5 hours taken (\$188 for each hour in excess of 5). Exchange students must also send a non-refundable \$15 application fee with their application. On-campus housing is required so that exchange students may participate fully in the many special activities offered during Interim. Although the final application deadline is December 1, students are urged to apply earlier since classes and dormitories tend to fill. Exchange applications should be sent to Dr. Judy Carr, Interim Director, Pacific Lutheran University, Tacoma, WA 98447.

STUDENT-INITIATED COURSES

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

Any number of students who are particularly interested in a certain subject area may put together a course proposal 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 of proposals for the following January is April 1.

For forms and further information, please see the Interim Director, HA-113.

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-113.

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

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 5 (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.

The meeting times and place for Chapel will be announced.

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!

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.

REGISTRATION

Continuing students.....November 4-15
Registration appointment cards
will be mailed to each
continuing student.
Changes in Registration.....After November 15
General Public Registration.....After November 15
Registration/Changes.....January 6-8
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. Note that some off-campus courses have special deadlines that differ from the general requirements listed above.

EXPENSES

REGULAR FEES

Pacific Lutheran University bases its tuition on a Cost Containment Plan (CCP) which provides for a maximum of 35 credit hours for the 1985-86 academic year at a cost of \$6535. This can be broken down by terms as follows: Full-time students (those taking 10 or more hours in a regular semester (fall or spring) will be charged \$3050 for 10-15 hours plus \$188 for each hour in excess of 15. For interim full-time students (those taking 4-5 hours) will be charged \$820 plus \$188 for each hour in excess of 5. Those charges (for those who stay within the blanket range of 10-15 hours for fall and spring and 4-5 hours for interim) if totalled by semester equal \$6920. To reduce this total to the CCP maximum rate of \$6535 for up to 35 hours, an adjustment will be applied to the student's account. This adjustment will be in the form of a Term Load Flexibility (TLF).

Term Load Flexibility (TLF) is an adjustment which allows for any combination of regular hours during the academic year up to 35 hours for a maximum charge of \$6535. This adjustment (if applicable) will show on the account after the 10th day of spring semester.

Example #1	Fall	Interim	Spring
Credit Hours	13	5	17
Tuition	\$3050	\$820	\$3050
Excess Hours	-0-	-0-	\$ 376
TLF Adjustment	-0-	-0-	(\$ 376)
Total:	\$6535	\$3050	\$3655

Example #2	Fall	Interim	Spring
Credit Hours	17	-0-	18
Tuition	\$3050	-0-	\$3050
Excess Hours	\$ 376	-0-	\$ 364
TLF Adjustment	-0-	-0-	(\$ 305)
Total:	\$6535	\$3426	\$3109

Example #3	Fall	Interim	Spring
Credit Hours	15	4	15
Tuition	\$3050	\$820	\$3050
Excess Hours	-0-	-0-	-0-
TLF Adjustment	-0-	-0-	(\$ 385)
Total:	\$6535	\$3050	\$2665

Graduate Students and Nursing Students (those formally accepted to the School of Nursing) will be charged at the rate of \$198 per credit hour and are not eligible for the Cost Containment Plan or the Term Load Flexibility adjustments.

Part-time Students (1-9 credit hours per semester) will be charged at the rate of \$198 per credit hour and are not eligible for the Cost Containment Plan or the Term Load Flexibility adjustments.

Special Course Fees: A few specialized courses, e.g., Physical Education, Art, and Private Music Lessons, require the payment of a special course fee.

ROOM AND BOARD

The university requires that all single full-time (10 or more semester hours) students room and board on campus unless the student is living at home with parents or legal guardians, is 21 years of age or older during the current semester, or has senior status (40 semester hours). All exceptions to this policy must be addressed to the Residential Life Office.

Kees Service is offering three board plans for fall 1985 and spring 1986.

Plan #1 is full board—20 meals per week (breakfast, lunch and dinner 6 days and brunch and dinner on Sunday) at a cost of \$730 per semester.

Plan #2 is lunch and dinner 7 days a week at a cost of \$675 per semester.

Plan #3 is breakfast, lunch and dinner, Monday through Friday at a cost of \$625 per semester.

During interim 1986 (in January), only Plan #1 will be offered at a cost of \$100. Those not on campus during interim should deduct the \$100 board cost from the examples below.

ROOM AND BOARD COST

PLAN #1		PLAN #2		PLAN #3	
Fall Room	\$ 800	Fall Room	\$ 800	Fall Room	\$ 800
Fall Board	\$ 730	Fall Board	\$ 675	Fall Board	\$ 625
Interim Board	\$ 100	Interim Board	\$ 100	Interim Board	\$ 100
Spring Room	\$ 695	Spring Room	\$ 695	Spring Room	\$ 695
Spring Board	\$ 730	Spring Board	\$ 675	Spring Board	\$ 625
Total:	\$3055	Total:	\$2945	Total:	\$2845

Board.....\$100.00

(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.....\$125.00

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

For students who register early, before January 6, 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 6, 1986, 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 6-8
No refund.....After January 8

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 THIS MONTH OF JANUARY WILL BE PUBLISHED. WATCH FOR IT!

NOTE: Students using PLU computer facilities will be charged as follows:

\$0.75/hour for IBM PC Use
\$1.25/hour for DEC VAX Use

Charges are in effect from January 9 through January 31.

DETAILS REGARDING COURSES

CREDIT AND COURSE LOAD

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

The maximum course load during the Interim is 1-1/4 courses (5 semester hours). 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
M.....Memorial Gymnasium
H.....Harstad Hall
IN.....Ingram Hall
L.....Library
M.....Math Building
O.....Olson Auditorium
R.....Ramstad Hall
S.....Rieke Science Center
X.....Xavier Hall

DAY CODES

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

LIBRARY HOURS

Monday through Thursday.....8 a.m.-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 31.....8 a.m.- 5 p.m.

BOOKSTORE HOURS

Monday through Friday.....8:30 a.m.-5:00 p.m.
Extra Hours:.....Monday, January 6, 8:30 a.m.-7:00 p.m.
Tuesday, January 7, 8:30 a.m.-7:00 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.

Off-Campus

698314 Biology/Earth Sciences 314

NATURAL HISTORY OF HAWAII

4 semester hours

D. Hansen, S. Benham

The Hawaiian Islands are an active museum of geology and tropical island plant and animal life. The islands, the most isolated in the world, have native plants and animals, 95% of which occur nowhere else. Their evolution in such isolated conditions has made them fragile and subject to disturbance by humans and introduced plants and animals. Beginning with the Polynesians and continuing through Captain Cook to today, the native marine and terrestrial plants and animals have been increasingly affected; many species are extinct and many more are in danger from overcollecting, competition and destroyed habitat.

This course is designed to introduce the non-science oriented student to the geology of the Islands and the unique Natural History of Hawaiian terrestrial and marine ecosystems, and how they have been impacted by humans.

The major portion of the course (23 days), will be spent on the Island of Hawaii. Hawaii, the youngest island of the chain, is still growing. Kilauea, the most active volcano in the world, has been active during 1985. This creates a natural laboratory to see some of the earth's most spectacular volcanic events, and how plants and animals adapt and adjust. The Island of Hawaii rises to over 13,000 ft., the highest Island in the Pacific, presenting contrasts of habitat from warm tropical water and beaches to snow capped peaks.

The first five days (January 3-8), will be spent on the Island of Oahu in Honolulu to visit the Bishop Museum, which houses collections of the human history as well as the natural history of the Islands, and Hanauma Beach State Park and where corals and marine life can be examined. Housing for the major portion of the course (January 8-30), will be in Magma House (a group dormitory) at Hawaii Volcanoes National Park. Coral reef geology and ecology will be studied on the Kona coast on the lee side of the Island. Additional trips will be taken to windward beaches near Hilo from Volcanoes.

Students will be expected to participate actively in daily activities and will write a paper on some aspect of Hawaiian Natural History. There will be an organizational meeting prior to registration and two meetings on campus prior to departure to introduce aspects of Hawaiian Natural History.

BIBLIOGRAPHY: S. Carquist, Hawaii: A Natural History, Alison E. Kay, Natural History of the Hawaiian Islands: Collected Readings.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$1200.00; includes air fare, lodging and meals. Excess will be refunded. All fees must be paid by Nov. 1, 1985. Non-refundable deposit of \$100 is required.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: To be arranged at interest meeting prior to registration. Departure will be from Sea/Tac on Friday, January 3rd. Organizational meeting only - January 2, 1986, S-105

698303 Business Administration 303

THE NORWEGIAN EXPERIENCE

4 semester hours

J. Wahlen (with various instructors from the Oslo Handelsgymnasium in Oslo, Norway)

"The Norwegian Experience" will be held at the Oslo Handelsgymnasium in Oslo, Norway. The course is primarily designed to address many of the key issues of life in Norway, with an emphasis on international business and economic issues. This course is intended for sophomores, juniors, seniors, and graduate students from all disciplines within PSU. Resident faculty from Oslo Handelsgymnasium and local experts will join Professor Jim Wahlen in presenting the course.

The course is arranged by sections to cover several topics. "International Business and Economics in Norway" will address free trade issues in general and in Norway specifically, the effects of trade protection, Norway's domestic business, imports and exports, and the roles of men and women professionals. A number of company presentations and visits will complement classroom work and some reading. "Geography and History of Norway" will examine the ancient, modern, and the future history of the Norwegian people, and their profound influence on Europe and North America. "Norwegian Language and Literature" will involve some brief, daily introductory Norwegian language classes, as well as reading and discussing (in English!) a couple of works of Norwegian literature. Finally, "Norway: Life in the '80's" will look at Norway today, including its culture, politics, music, art, entertainment, sports, cuisine, and social life, primarily through conversations, discussions and numerous excursions.

Students will be evaluated on active participation in discussions of readings, classroom work and organized excursions, as well as on a short (5 pages) paper on any topic relating to the course. Note: Students also have the option to forgo submission of a paper in lieu of at least a 50 meter jump off of the Holmenkollen ski jump. A safe landing is preferred but not required.

BIBLIOGRAPHY: A packet of selected readings is available through the instructor.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$1,485.00 includes air travel, local instruction, field trips, and daily expenses.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: There will be a pre-departure, organizational meeting in early December. Time and place to be announced. Class dates are January 7-30, 1986.

Off-Campus

698315 Chemistry/Religion 315
BECOMING HUMAN
4 semester hours
B. Nasset, J. Petersen

In this course students will study several aspects of what it is to be human and then live and work together as a largely self-contained community. During the first two and a half weeks we will meet on campus and during the last week and a half we will cruise aboard the Sacajawea on the inland waters of Puget Sound.

During the on-campus part of the course we will explore various biological, social, and theological aspects of what it means to be a person. We will examine various ways in which people understand the world around them and relate to others. We will then consider ways in which various styles of understanding the world and relating to others are significant in finding meaning and purpose.

During the second part of the course we will cruise the waters of Puget Sound as a mini-community, living and working together. We will be the crew and the guests, preparing our food and cleaning up, working and relaxing together, throughout the duration of the cruise.

The work during the course will include readings and short papers, small group work, films, and class discussions. Evaluation will be based on quality of work, participation, and overall contribution to the group.

BIBLIOGRAPHY: Harris, *I'm Okay, You're Okay*; Buscaglia, *Personhood*; Gregorc, *An Adult's Guide to Style*; Gregorc, *Style Delineator*; Morris, *The Human Zoo*; Pelletier, *Mind as Healer, Mind as Slayer*; Smith, *When I Say No, I Feel Guilty*.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$160.00 plus \$35.00 for food for off-campus students.
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 16
MEETING TIME AND PLACE: 9:00 a.m.-3:00 p.m. daily, X-203

698301 Education 301
AN ALTERNATIVE SETTING FOR TEACHING
4 semester hours
K. Johnston

The purpose of this independent study is to give students an opportunity to gain teaching experience in an alternative setting and to work with students from a variety of grade levels and backgrounds. You are invited to be a part of developing and teaching a global vision about our natural environment. Spend a January in up-state New York tracking animals, exploring ice-covered lakes, reliving the life of an early American settler, writing poems, singing songs and gazing into the heavens.

This course will be held at Koinonia, a Lutheran camp that offers a three-day residential environmental education program. As a member of the community and a teacher with the Creation Learning Center your responsibilities will include participating in orientation and training events, designing school schedules, teaching classes, leading recreational activities and evaluating the experience with both the school and field center staff. Besides working directly with the school groups, there will be the time and resources available to concentrate on a specific project of your choice; i.e. developing new curriculum pieces, constructing new field equipment, researching current topics in environmental education.

For more details about Koinonia, the Creation Learning Center, and this class contact the School of Education.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required.
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: Transportation approx. \$500
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 25

698306 English 306
INNOCENTS ABROAD: AMERICAN AUTHORS IN LONDON
4 semester hours
D. Martin, G. Martin

This study-tour to London takes its title from a book by Mark Twain, *The Innocents Abroad*, in which he portrays himself as the naive yet skeptical American visiting the sights of the Old World. Twain was one of many American writers who lived and worked for a time in London. Henry James and T.S. Eliot were members of two generations of American writers who settled permanently on England as the only possible location for a serious writer. Through the eyes of these and other American novelists and poets, we will see the great literary city that is London.

During January we will study these innocents abroad and we will be modern innocents abroad. After a polar flight from Seattle to Heathrow Airport, we will settle into a comfortable bed-and-breakfast hotel in a crescent of eighteenth-century townhouses near Russell Square and the British Museum. Like good turn-of-the-century visitors, we will visit the Beefeaters at the Tower of London and watch the guard change at Buckingham Palace, and from the top of double-decker buses we will take in the distinctive neighborhoods and the color and pace of modern London. Through the eyes of Nathaniel Hawthorne, and through our own eyes, we will see the glory of St. Paul's and Westminster Abbey.

Americans have always traveled to London for the wonders of its theatre season. We too will attend performances of the Royal Shakespeare Company at the new Barbican centre, of the Covent Garden Opera, of the National Theatre on the banks of the Thames, and of the best of the West End theatres. Also, we will record our reactions as modern innocents to the art of incomparable major galleries like the Tate and to smaller, more intimate galleries like the Courtauld Institute.

We'll take one long weekend to divide up into smaller groups to explore the locations that most intrigue us. During the second and third weeks, we'll travel by train through the English countryside on two-day trips to Oxford and Canterbury to experience the old England which American visitors have sought. Students will write a detailed class journal.

BIBLIOGRAPHY: Henry James short stories; T.S. Eliot's poems and letters; Robert Frost biographies, Mark Twain letters and biography; Sylvia Plath poems.
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$1,700.00 includes travel to, meals, and residence in London. Theater tickets.
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 1:00-3:00 p.m. January 6 only, HA-208

698233 ISP 233
IMAGING THE SELF AT HOLDEN VILLAGE
4 semester hours
K. Grieshaber, L. Gold

Holden Village is an education and renewal center of the Lutheran churches. It is located fifty miles from the nearest road deep in the Cascade Mountains at an altitude of 3,300 feet. It provides a community setting for the study of images and imaging the self. The class will present a series of exercises in the visual, literary, and performing arts that reveal how the self is discovered and constructed in our daily world through many kinds of images, including dreams, costumes, songs, childhood memories, houses, church services, dances, television, poetry, sketching, and constructing models. The emphasis will be on doing or making, followed by reflective analysis. Some specialized materials will be required. We will meet in advance to discuss materials and additional fees.

Off-Campus

The setting of Holden Village is unique. Surrounded by 8,000 foot peaks, the Village was originally built in the 1930's to support a copper mine. With the closing of the mine in 1958, the property was given to the Church and converted to an educational center. During the summer over four hundred persons per week stay at Holden. During the winter a closely knit community of about sixty, with the aid of saunas and cross country skiing, enjoys the mountains of snow which pile up. Within this setting members of the class will not only experience classroom learning but also be part of a caring and personal Christian community.

Evaluations will be based on class participation, review of personal journals, and projects.

BIBLIOGRAPHY: Russell Baker, Growing Up; Dorothy Bryant, The Kin Of Ata Are Waiting For You; John Gardner, Grendel; John G. Neihardt, Black Elk Speaks; Hermann Hesse, Narcissus and Goldmund; Alan W. Watts, The Book: On The Taboo Against Knowing Who You Are.

REQUIREMENT FILLED: Core II; Core I transfer equivalency Art or Literature

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

COST IN ADDITION TO TUITION: \$395.00 includes transportation and room and board.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 22

MEETING TIME AND PLACE: Departure for Holden at 9:00 a.m. on Sunday, January 5, return January 31.

698302 Music 302

CULTURAL TOUR OF SPAIN

4 semester hours

C. Knapp

After a few days on campus spent learning about the locations to be visited and the sights to be seen, we will depart for Madrid. In this capital city of Spain we will visit the world-renowned Prado Museum, which houses a very large and excellent collection of great art works; the Royal Palace; the Puerta del Sol; the Rastro outdoor market. A day side trip will take us to Quenca, famous for its hanging cliff houses and the Contemporary Art Museum.

Next we will visit Toledo, home of the painter El Greco, and well-known for its steel and gold inlaid swords. Cathedrals, museums, and the quaint winding streets will capture our attention. Authentic 300-year-old parchment, hand-illuminated manuscripts can be acquired here at reasonable prices.

Another day trip from Madrid is to the city of Segovia, known for its enormous 1st century Roman aqueduct. This structure, constructed of stone without use of mortar, is an impressive example of the building expertise of the ancient Romans. Segovia is perhaps best known for its Alcazar, the spectacular castle built high in the rocks. The return trip to Madrid will include visits to El Valle de los Caídos and El Escorial.

Leaving the central plains we will travel south to a very different Spain, the land of Moorish influences. We will visit Granada, Sevilla, and Cordoba, and experience the richness of their history and monuments. From Cadiz, the Atlantic port, we will travel to Gibraltar, a unique cross-section of cultures with English the dominant language. A trip to Tangiers in Morocco, with its bazaars and mosques, will offer us a totally different world.

A visit to Lisbon, Portugal will precede our arrival at the final destination, Copenhagen—a city of superlatives.

Students will compile a journal during this study tour, and evaluation will be based on the journal, completion of readings, and active participation.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$1,495.00 includes travel and two meals daily.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:30-11:30 a.m. daily, E-122

698312 Music/Communication Arts 312

NEW YORK! FROM BROADWAY TO THE MET

4 semester hours

M. Frohnmayer, W. Bloomingdale

TRAVEL TO NEW YORK CITY WITH TWO PROFESSIONAL MUSICIANS WHO HAVE INTIMATE KNOWLEDGE OF NEW YORK'S MUSICAL THEATER AND OPERA SCENE.

This course is designed to provide a unique opportunity for both the musically uneducated and the patron of the arts, to examine the evolution of musical theater and opera from historical, economic, and social perspectives. Preparatory time at P.L.U. of six three-hour classes, beginning Monday through Thursday, January 13-16, 1986, and Monday and Tuesday, January 20 and 21, will be divided among lecture, listening, open discussion, and research reports from class members. A lecture by a prominent Northwest opera composer and a field trip to a Seattle Opera production dress rehearsal are planned.

The culmination of the class project will be a week-long visit to the "Big Apple," where the students will attend five productions (three musicals drawn from the best of Broadway, and two operas at the New York City Opera and the "Met"). Lectures, workshops, and master classes with respected New York musicians, actors and directors will be arranged. Included will be a tour of the Academy of Musical and Dramatic Arts to watch future Broadway stars.

The object of the course is to prepare in depth for the actual productions that will be seen, so that the students become more appreciative and critically competent in understanding the performances they attend. The final project will be a paper covering the week's activities. Grading for the class will be based on the final paper, class attendance, and participation.

BIBLIOGRAPHY: Camner, How to Enjoy Opera; Engel, The American Musical Theater; Frommer, New York on Thirty-Five Dollars a Day.

REQUIREMENT FILLED: Interim

RESTRICTION OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Approximately \$800.00 including air fare, hotel, tickets to productions (does not cover meals, or subway, bus or taxi fares). Cost contingent upon air fare fluctuation. NOTE: Initial 50% payment due October 1, 1985, final payment due November 15, 1985.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 6:00-9:00 p.m. M-R - Class begins January 13, 1986. Departure for N.Y.C., January 22, 1986. Return Tacoma, January 28, 1986; E-227

Off-Campus

698307 Nursing 307
CULTURE AND HEALTH—FOCUS ON THE PACIFIC BASIN
4 semester hours
M. Allen, L. Rhoades

Issues of global proportions are many and varied but none are more central to a region and its peoples than those related to health and health care delivery in a culturally sensitive manner. Hawaii serves well as a focal point for the study of health and related issues in the context of a multi-ethnic population. No single racial group constitutes a majority, as the island's population is rooted in Asian, Caucasian and Pacific Island cultures. In addition, Hawaii is the site of the East West Center, an outstanding resource of international stature.

Futurists such as John Naisbitt and Herman Kahn provide insight for exploring issues which will affect the direction of health care both regionally and internationally.

The purpose of this course is to explore issues central to the health of the peoples of the Pacific Basin. Becker's "Health Belief Model" will be used as a vehicle to enhance understanding of ethnocentric perspectives. The students will experience the region as "community" as they identify some of the current and potential health issues confronting the region and address them in a culture-specific manner. Examples of issues include aging, nutrition, life style, environmental hazards, and socio-economic and political structures which impact the health of this population.

Activities will include lecture, discussion, readings and field experiences in a variety of health delivery settings. Classes will meet Monday through Thursday 9-12. Faculty led field trips to major resource sites such as the Polynesian Cultural Center and the East West Center will be included. Evaluation will be based on class participation and presentation of a field study.

BIBLIOGRAPHY: Tseng, McDermott and Maretaki, People and Cultures in Hawaii; plus current readings from the literature to be selected. Pre-Interim recommended reading, John Naisbitt, Megatrends; Herman Kahn, The Next Two Hundred Years; James Michener, Hawaii.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required. Open to non-majors. Permission of the instructor. Down payment of 25% due on October 15, 1985.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$1200.00 (airfare and housing); individuals are responsible for own meals.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: Departure on January 6 and return on January 31, 1986

698316 Nursing 316
VISIONS OF THE SOUTH PACIFIC: A TRANSCULTURAL TOUR OF SAMOA AND NEW ZEALAND
4 semester hours
J. Stiggelbout

Travel provides an expanding awareness of ethnic populations and a vision of their place, as well as ours, within these global horizons. This class will focus on the cultural, social, economic, and political differences and similarities of New Zealand and the Samoan Islands. We will examine health care systems, social change, and the current political and economic climate.

Students will spend a week in American Samoa living in the homes of Samoan families in order to experience the Polynesian lifestyle. Tours of the island of Tutuila will include visits to the LBJ Tropical Medical Center, clinics, schools, churches, tuna canneries, and social events.

Moving on to New Zealand, our first stop will be Auckland. We plan to spend several days visiting marvelous museums (natural history, marine, and botanical), as well as public health facilities and historical sites.

Participation in a sailing regatta will be an option. In Rotorua the class will study the Maori culture, with architecture, language, dress, dances, and Treaty sites of special interest. Thermal hot springs, geysers, and forestry and fishing projects are also to be viewed here. Certainly a trip to New Zealand must include a visit to a high-country sheep ranch to learn of the economics of the sheep and wool industry. Our intention is to visit both the North Island and the South Island, which includes Christchurch, the "city of garden." The itinerary includes visits to the university, schools, and hospitals.

The purpose of this class is to expand cultural awareness through travel, direct observation, interviewing, and study. The class will meet with prominent citizens in a variety of settings, both private and government, in both Samoa and New Zealand. Housing will be provided in private homes and university dormitories.

Class participation is required. Readings, discussions, lectures, and field experiences will enhance students' understanding of cultural diversity. Each student will present a research project on a cultural topic. Students will be evaluated according to group participation and research project presentation.

BIBLIOGRAPHY: Ann Clark, Culture and Child-Rearing; Tseng, McDermott, & Maretaki, People and Cultures in Hawaii; Gordon McLauchlan, Inside Guides: New Zealand.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$2,000.00

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: Departure Date: January 2, 1986; Return Date: February 2, 1986.

698306 Physical Education 306
THE EXPEDITION EXPERIENCE
4 semester hours
D. Ryan

The first two weeks 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 serve as occasional guest lecturers.

The third week of class will be spent at camp sites around Mt. Rainier. Each participant will conduct the research project designed earlier. These projects will be varied in nature, and will reflect interests from students' disciplines.

Students will return to the campus for the fourth week to complete research projects. Grading for the course will be based primarily upon the submission of an "expedition journal" and the completed research project.

BIBLIOGRAPHY: G. Fear, Surviving The Unexpected Wilderness Emergency

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Students will be responsible for their own personal equipment. A detailed equipment list will be provided well in advance of the course.

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

COST IN ADDITION TO TUITION: \$30.00 per student to cover transportation costs, group equipment, and incidental expenses.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

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

Off-Campus

698319 Social Work 319
CENTRAL AMERICA UP CLOSE SEMINAR
4 semester hours
V. Hanson

The core of this course is a two week travel seminar (January 15-29) to two locations in Central America; Quernavaca, Mexico and Managua, Nicaragua. An on-campus component will prepare students through readings, films, tapes, dialogue with resource persons in the area, and group discussions. The travel seminar will be arranged through the Center for Global Service and Education, an Augsburg College program. The purpose of the course runs parallel to the objectives of the Center: "to expand our world view and deepen our understanding of issues related to global justice and human liberation...[the] ultimate objective is to equip people to serve in building a more just, humane and sustainable society."

During the on-campus period, students will read material to acquaint them with historical background, cultural, socio-political, and economic issues of the region. Students will record and evaluate their experiences in an analytical journal. Evaluation will be based primarily on the journal.

BIBLIOGRAPHY: Thomas Walker, Nicaragua in Revolution.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$1450-1490
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 9
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, EC-10

Interdepartmental

698317 Biology/Philosophy/Religion 317
REVERENCE FOR LIFE
2 semester hours
L. Bustad, assisted by PLU Philosophy & Religion faculty
(The instructor is the former Dean of the School of Veterinary Medicine, Washington State University.)

At a time in history marked by extensive human and animal suffering and questionable environmental stewardship, it is important to comprehend clearly the meaning of reverence for life. The course will focus primarily on our treatment of animals, but will necessarily make comparisons with our treatment of people. It will examine several Judeo-Christian and other religious and ethical perspectives on a variety of issues concerning grief in people and animals, the human-animal bond, animal awareness and thought, vegetarianism, intensive (factory) farming, animal experimentation, animal law and right, the use of animals in entertainment, euthanizing healthy animals, feeding scarce protein to animals while people starve, and expending substantial medical resources on animals when many people have little access to care.

The course will include a tour of the Tacoma Lutheran Home for the elderly, which has an active animal therapy program. Papers will be prepared and given in class for discussion.

BIBLIOGRAPHY: L. K. Bustad, Animals, Aging and the Aged; S. Clark, The Moral Status of Animals; W.J. Dodds & F.B. Orlans, Scientific Perspectives on Animal Welfare.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 3:00-5:00 p.m. TWR, X-203

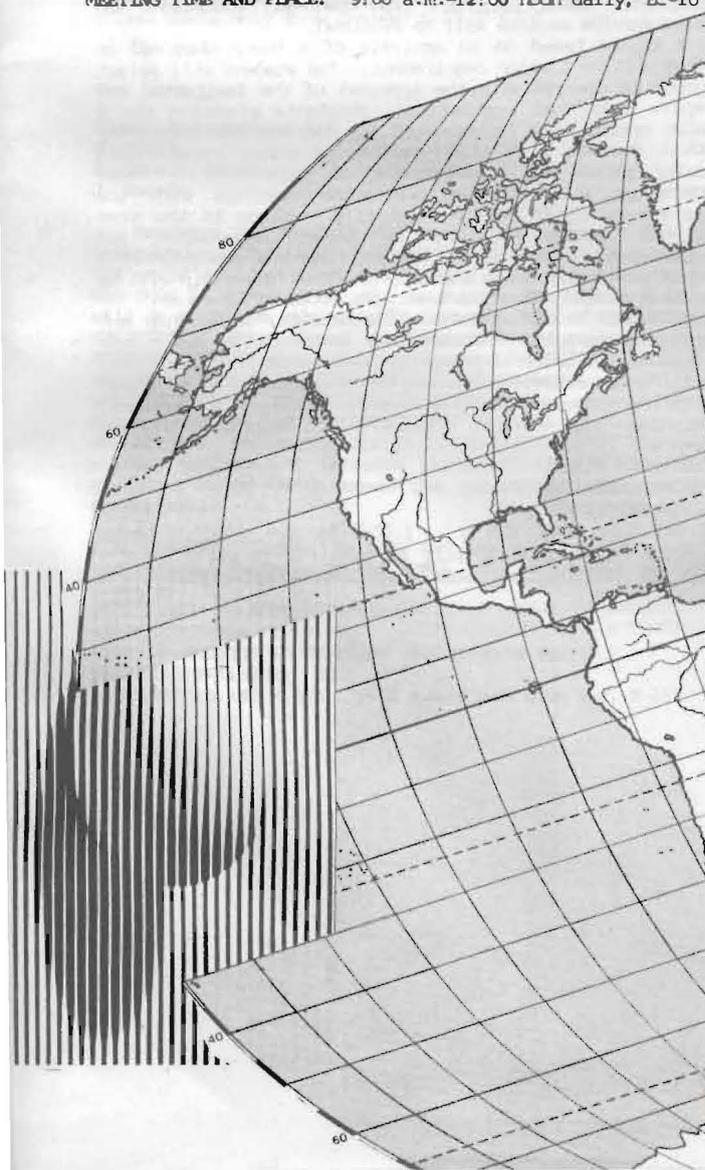
698313 Economics/Political Science 313
SOLIDARITY—A VIEW FROM THE INSIDE
4 semester hours
A. Grochulski, M. Grochulski

The emergence of the labor organization Solidarity in Poland has been one of the most dramatic examples of public dissent in Eastern-block countries. The economic and political factors that led to Solidarity are not well understood by most westerners. This course will allow the students a unique perspective on the economic and political environment that fostered the birth of Solidarity, the current status, and prospects for the labor organization.

The instructors lived in Poland until 1981. An active member of Solidarity, Ms. Grochulski received political asylum in the U.S. (as did her father, then Polish Ambassador to the U.S.) when martial law was imposed in Poland in 1981. Dr. Grochulski has studied at the Polish Institute of International Affairs (Ph.D.s in both Economics and Political Science) at Warsaw University. This course offers students a truly unique opportunity to study under two scholars who lived the Solidarity experience.

Students will be evaluated on the basis of a research paper and participation in class discussion.

BIBLIOGRAPHY: J. Michener, Poland;
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Pol. Sci. 101 or Econ. 150
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 10:30 a.m.-1:00 p.m. daily, HA-200



Interdepartmental

698318 Health/Nursing 318
I AM SPECIAL, I AM WOMAN, I AM ME.
4 semester hours
S. Officer, C. Hansen

How much do you know about your body and how it functions? Is your answer to stress a chocolate binge or a trip to "B & R"? Does Jane Fonda plan your exercise program, "Hollywood Today" your diet and USA Today your medical care? This course will look at the fads and misconceptions, and provide information concerning stress management, personal fitness, diet and self care. We will discuss entry into the health care system. There will be an emphasis on personal decision making in areas of health care, family planning, life style, long range health goals and personal care. It is designed for women who make these kinds of decisions in a world where research and the medical profession is primarily male in orientation. Lecture, field trips, guest speakers and group discussions will all be used to disseminate information. Assignments will include two reaction papers which combine feelings of the individual with available research on current topics; an analysis of the individual's current life style and self-suggestions for change; and an analysis of current popular literature in a topic of choice.

BIBLIOGRAPHY: Boston Women's Health Book Collective: The New Our Bodies Ourselves; other selected references.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, R-206



698300 Psychology / Communication Arts/Education 300
THEORY AND PRACTICE OF LEADERSHIP AND GROUP BEHAVIOR
2 or 4 semester hours
M. Swenson, D. Miller and Office of Student Life Staff

This course is offered on the premise that leadership skills can be learned and that leadership behavior and style can be modified for effectiveness. It offers to students who are involved in leadership (e.g. ASPLU officers, senators, committee members, Resident Life staff, RHC officers, student club/organization officers and members, student assistants, and anyone interested in future involvement in leadership positions and managing programs) the opportunity for unique experiential learning in an atmosphere of free discussion and investigation.

Through readings of the literature and lectures, students will develop an understanding of leadership theories and how groups function. Through a variety of structured experiences, the course will enable students to assess leadership potential and style and strengthen leadership abilities. Students will assess and analyze their own attitudes, values, and skills which contribute to effective leadership.

Understanding personal leadership style and behavior through self-assessment will be a task for students. Assessment instruments will be utilized. The course will also deal with several theories of decision-making, group dynamics, team building, delegation, use of power, and conflict management. Listening skills, non-verbal communication, and minority-majority relations experiences are planned. Field trips to the state legislature, city and county councils, and meetings with elected officials will be scheduled. Guest lecturers from business, education, and public-service sectors will be featured.

A report based on an analysis of a group observed in action will be a major requirement. The student will select a group to observe with the approval of the instructor and prepare a written evaluation. Students electing the 4 credit option will be required to complete an internship with a Student Life staff member or other agreed upon faculty person or administrator as supervisor. These internships will involve one-to-one meetings with the supervisory staff person, actually working in the area assigned, review of the background information and specialized literature, and the planning and execution of a project involving leadership skills. The internship will be graded separately from the basic classroom experiences.

BIBLIOGRAPHY: Beal, Bohlen & Raudabaugh, Leadership and Dynamic Group Action; Blanchard & Johnson, The One Minute Manager; F. Fiedler, Improving Leadership Effectiveness; Hershey & Blanchard, Management of Organizational Behavior; Johnson & Johnson, Joining Together; Lassey & Fernandy, Leadership and Social Change; M. Wilson, Effective Management of Volunteer Programs.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00-3:00 p.m. daily (Those electing the internship will be required to participate 6 hours per week on that phase of the class.), H4-202

Departmental

Anthropology

602314 Anthropology 314
AN ASIAN WORLD
2 semester hours
G. Guldin

With the greatest portion of humanity living in Asia, our globe is becoming increasingly Asia-focused. This course will provide an Asian view of the world as well as a view of Asia. It will be a primer for those with little or no background on Asia and will give you the essential facts about politics, art, history, economics, religion, morals, geography, and languages for East, South and Southeast Asia. Students will read books, listen to guest speakers, view films and conduct one off-campus field trip to gain a rudimentary feel for the Asian 1/2 of humanity. The contemporary Asian scene will also be surveyed and case studies of India and China emphasized to provide students with "Asian visions" of humanity, the world and the cosmos. Students will be evaluated on the basis of class participation, a short paper, and a final.

BIBLIOGRAPHY: Welty, *The Asians*
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: \$10.00 film fee
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon M-R, X-114
(Class meets only from January 6-17.)

602316 Anthropology 316
FOODWAYS
4 semester hours
J. Ranson

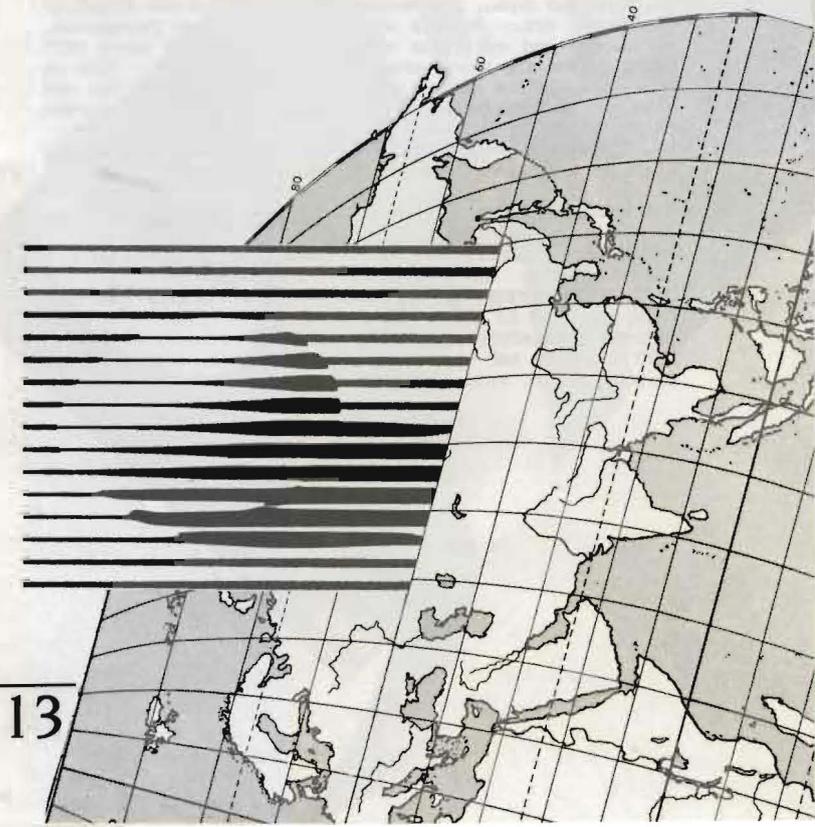
Foodways, or the cultural use of food, result from the interaction of society, ecology and nutrition. A survey of the world's major staple and luxury foods shows how humans use food in symbolic as well as utilitarian ways. Students will do their own ethnographic investigation of the foodways of a local group, based on interviews and peeks into the kitchen as well as on library research. The research will culminate in a class presentation/demonstration as well as a written report. Specialists in different cuisines will give guest lectures and demonstrations on food preparation and aesthetics. Restaurant visits may be arranged if the class wishes, but are not included in the lab fee. The course grade is based on quizzes, the ethnographic report and demonstration.

BIBLIOGRAPHY: Brown, Keller, and Kay Mussell, ed., *Ethnic and Regional Foodways In the U.S.: The Performance of Group Identity*.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$20.00 film fee
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon T-F, X-112

602318 Anthropology 318
VISIONS OF THE DISENCHANTED: RELIGIOUS MOVEMENTS IN WORLD CULTURES
4 semester hours
V. Marchetti

Were the religious and pseudo religious movements of the 60s and 70s a mere ripple in the stream of history and culture or were they a more profound sign of disturbances in the social order? Were the religious movements of the counter-culture merely an aberration in world culture or do they resemble other religious movements that have arisen at other times in a variety of cultures? What similarities and differences are there between religious movements of the past and present? How does the study of such movements inform our understanding about the relationship between religion and society—between religious innovation and social change? These are some of the questions that will be addressed in this course. The course focuses on the anthropological investigation of socioreligious movements from the millenarian movements of medieval Europe to the meaning-seeking movements of the 60s and 70s. We will look at the various nativistic, revitalization, cargo cults, messianic, and millenarian movements that have been investigated by anthropologists. We will then apply the information revealed by these phenomena to contemporary American religious movements and to what some scholars have called "the new religious consciousness." Students will concentrate on one contemporary religious movement which they will compare with a past or contemporary religious movement in another culture. They will write a short term paper based on this comparison. There will also be a weekly quiz based on readings and class discussions. Films and a possible field trip will also be used to enhance course materials.

BIBLIOGRAPHY: Luther P. Gerlach & Virginia Hine, *People, Power, Change: Movements of Social Transformation*; Charles Y. Glock & Robert N. Bellah, *The New Religious Consciousness*; Erick Hoffer, *The True Believer*; Jacob Needleman & G. Baker, *Understanding the New Religions*; Sylvia L. Thrupp, *Millennial Dreams in Action*.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, EC-13



Art

604304 Art 304
DRAWING THE FANTASTIC
4 semester hours
L. Williams

This class is a crosscultural exploration of fantastic imagery in the visual arts. Special consideration is given to how myth, magic and dream contribute to cultural and individual expression of the inexplicable. A series of drawing exercises that develop individual ability to bring forth and render images from the imagination is the core of this exploration. Readings, lectures and films by and about historical and contemporary artists of western, eastern and primitive societies present the many aspects of the fantastic. The beautiful, sublime, the fragile, grotesque, and uniquely supra-real created by the visionary maverick and the cultural mainstream are contrasted.

The course will include both lecture and studio time, with frequent drawing assignments outside of class. Students will be evaluated on the group or individual research project.

BIBLIOGRAPHY: Marian Zimmer, Mists of Avalon; Gabriel Garcia Marquez, 100 Years of Solitude; Jerry Kosinski, The Painted Bird.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, IN-126

604305 Art 305
PERCEPTIONS OF FAR EASTERN ART
4 semester hours
J. Ippolito

This course is designed for students with very little background in the art or culture of China and Japan, but with a great deal of curiosity. The various styles and periods of Chinese and Japanese painting will be dealt with at length and will include some demonstrations of materials and techniques. These will be compared to the materials used in occidental painting to see how they may have affected the final evolution of an oriental aesthetic. We will also survey the development of painting through history in China and Japan, its Western influences and its effect on occidental art. Aspects of painting--cultural background, philosophy and religious thought--will also be dealt with briefly, and the minor arts will be touched upon. This is primarily a slide lecture course with an opportunity for the student to dabble with the materials of Far Eastern painting.

Individual projects/papers and a final exam will be the basis of evaluation. Non-art majors are welcome.

BIBLIOGRAPHY: James Cahill, Chinese Painting; Akiyama Terukasu, Japanese Painting.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$15.00 studio fee for materials used in studio portion.

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 12:00-2:00 p.m. M-R, IN-116;
12:00-4:00 p.m. Friday, IN-126

604310 Art 310
RAKU
4 semester hours
D. Keyes

Raku as a pottery technique had its roots in Zen Buddhism of 16th Century Japan. It developed as an important part of the Zen Tea ceremony, not merely as a utilitarian craft, but as a deep spiritual experience.

Raku involves a spectacular firing process of placing a ceramic object directly into a 2000 degree kiln. When the object is red hot it is removed and quickly cooled producing totally unique effects.

The purpose of the course is to use the technique of Raku pottery for contemporary ceramic expression. In addition to learning forming techniques, students will have an opportunity to mix clay and glazes, and to build and fire simple Raku kilns.

Previous art or ceramic experience is not a prerequisite.

BIBLIOGRAPHY: Pipenburg, Raku Pottery.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$30.00 materials fee

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, IN-144

604315 Art 315
VISIONS THROUGH GLASS
4 semester hours
M. Gulsrud

This course surveys glass working techniques and materials. In the past few years work in this medium has experienced a period of unusual growth in the fine and applied arts. The class will integrate an awareness of the traditions, origins, and cultural influences directing its evolution. It will also familiarize students with new techniques in stained glass as well as slumping and fusing.

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

The projects will include leaded, foiled, 3-dimensional, kiln-fired and sandblasted glass techniques. Students are encouraged to develop and use imagination and individual creative expression 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-128

604316 Art 316

JEWELRY: FROM A SOW'S EAR TO A SILK PURSE

4 semester hours

B. Minas

This is a study of the art of personal adornment. This art is often created from unassuming common objects, as developed in cultures throughout the world.

Historically, jewelry has been an art of function in addition to an art which indicates rank, status, wealth, etc. The course will survey the variety of approaches to jewelry around the world, from the simple assembling of shells and bones by the tribesmen of New Guinea and the casting of silver in stone molds by the Zuni Indians of New Mexico to the fabrication of bracelets from space age epoxy and acrylic materials by New York designers.

Students will have an opportunity to visit museums, select materials and create their own objects using a variety of traditional and contemporary materials and processes.

The course will include slide presentations, demonstrations, museum visits, and studio experiences providing students with opportunities to investigate the differences between materials and design in both Third World and industrialized countries.

Studio projects in the design of body ornaments will be supplemented with group discussions and critiques. Students will be evaluated on the basis of attendance, participation in discussions and critiques, and the completion of studio projects.

BIBLIOGRAPHY: Newman, Dictionary of Jewelry Styles and Techniques; Von Neumann, Design and Creation.

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: 8:00-11:00 a.m. daily, IN-134B

604319 Art 319

COLOR IMPACT

4 semester hours

B. Geller

Can the camera artist explore the vital issues expressed by 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 a 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 materials fee

MAXIMUM ENROLLMENT: 24

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

604386 Art 386

IMAGERY & SYMBOLISM

4 semester hours

E. Schwidder, R. Tellefson

The study of symbols (designators) is the search for meaning—a way to identify, emphasize, and understand ourselves and the world around us. Identification of symbols—graphic, allegorical, private, sensorial, and/or figurative—provides avenues of approach to works of an ideological nature. Such communication goes beyond the visual, beyond the object, and into the realm of mysticism, religion and superstition. Primary attention will be given to the origin and evolution of images, symbols, costumes, rituals, and other aspects of the Christian cultural. Also included will be a discussion of personal symbolism and an introduction to "kitsch" or the false image.

The course will follow a lecture-discussion format, with demonstrations, particularly in the study of symbols of ritual and movement. Emphasis will be on group participation. One exercise will be the re-enactment of the monastic day, the horarium. This will be conducted through two 24-hour periods (Sunday, January 19, 6:00 p.m.-Tuesday, January 21, 6:30 p.m.). All students are expected to participate. Any who would not be able to dedicate this time to the exercise, or do not wish to participate for religious reasons, should not register for this course. Weekly reports summarizing, analyzing, and elaborating on the material presented will be required. In addition, students will do an appropriate term project.

BIBLIOGRAPHY: H. Bailey, Lost Language of Symbolism; G.W. Ferguson, Signs and Symbols in Christian Art; A. Grabar, Christian Iconography; C. Jung, Man and His Symbols; G. Kepes, Sign Image and Symbol; G. Santayana, Sense of Beauty; J.W. Dixon, Nature and Grace in Art.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 32

MEETING TIME AND PLACE: 10:00 a.m.-12:30 p.m. daily, IN-122



Biology

606302 Biology 302
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, we should be aware of how these forests grow, what they require, and what they may provide.

We will begin by examining factors which govern the growth and distribution of plants in general and forests in particular: temperature, water, light, and nutrients. A brief survey of the world's forest types will provide an understanding of how our vast coniferous forests are unique.

Energy flow and nutrient cycles in forests will be studied with particular attention to the less obvious, but more important, organisms: bacteria, fungi, and insects. Tree anatomy and growth will be related to wood and fiber production, susceptibility 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.

We will conclude the course with a brief look at forest management and public attitudes towards forestry as agriculture. Are forests truly renewable (or only trees)? What is timber mining? Can we afford not to intensively manage forests? What is the future of forestry and of forests in the United States?

The class will include lecture, discussion, and laboratory sessions. Fridays will be reserved for field trips. Grades will be determined by several quiz scores, participation in lab and discussion, and performance on a small term project.

BIBLIOGRAPHY: Spurr & Barnes, Forest Ecology; Scientific American offprints, and current journal articles.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00-11:00 a.m. M-R (all day Friday field trips), S-130

698305 Biology/Philosophy/Religion 305
REVERENCE FOR LIFE
(See interdepartmental listing)

606306 Biology 306
NARCOTIC PLANTS, HISTORY AND FOLKLORE
4 semester hours
I. Marcus

The first part of the course will be a brief discussion of the general properties of psychoactive drugs, their action and classification. The major part of the course will be devoted to the exploration of certain narcotic plants and their uses throughout history. Special emphasis will be put upon their profound influences on history, religion, visual arts, music, dance, literature and medicine.

Among the plants to be discussed are: Amanita muscaria, Atropa belladonna, Cannabis sativa, Claviceps purpurea, Conococle sp., Datura stramonium, Erythroxylum coca, Hyoscyamus niger, Lophora williamsii, Mandragora officinarum, Myristica fragrans, Nymphaea alba & caerulea, and Papaver somniferum.

The objectives of the course are to provide basic information about narcotic plants to students with little or no background in chemistry and/or biology, and to enable students to detect sometimes subtle references to these plants in literature and arts, thus enriching their understanding of these subjects.

Student assignment will consist of one research paper (3-5 pages) on a narcotic plant of their own choice.

Evaluation will be based on the research paper and class participation.

BIBLIOGRAPHY: Robert M. Julien, A Primer of Drug Action.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, S-102

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 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 science?

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. Following an introduction to Mendelian transmission genetics and reproduction biology as applied to humans, we will study gene function and heredity variations. 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 required text: Human Genetics by Elof Axel Carlson. The student's grade will be based on one mid-term and a final examination.

BIBLIOGRAPHY: Elof Axel Carlson, Human Genetics.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon T-F, S-115

698314 Biology/Earth Sciences 314
NATURAL HISTORY OF HAWAII
(See off-campus listing)

606407 Biology 407
MOLECULAR BIOLOGY
4 semester hours
J. Carlson

To an ever-increasing degree, biology—basic and applied—has become an international venture. Cooperative studies conducted by investigators in different countries have become commonplace. While the international nature of modern biology is apparent across the full breadth of the discipline, it is most obvious in the area of molecular biology. Further, molecular biology provides the basis for the most profound applications of basic research to international problems. Recent advances in molecular biology offer Third World nations hope for dealing with fundamental problems—particularly food production and disease—which have stymied development. Through the techniques of molecular biology new crop plants are being developed; in comparison with current strains these plants will be hardier, will grow under harsher conditions, and will require less fertilizer. Also, there is real hope that molecular biology procedures will lead to development of vaccines which will prevent two of the most devastating diseases common in tropical and subtropical climates: malaria and schistosomiasis.

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. 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.

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, the molecular composition and architecture of cellular components, and the molecular biology of human diseases.

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

BIBLIOGRAPHY: Freifelder, Molecular Biology; Hood, Wilson, Wood, Molecular Biology of Eucaryotic Cells; Lewin, Gene Expression (Vol. 2); Lewin, Genes; Stent, Calendar, Molecular Genetics: An Introductory Narrative; Watson, Tooze, Kurtz, Recombinant DNA: A Short Course.
REQUIREMENT FILLED: GUR

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

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, S-220

Business Administration

698303 Business Administration 303
THE NORWEGIAN EXPERIENCE
(See off-campus listing)

608305 Business Administration 305
MANAGERS AT WORK
4 semester hours
Staff

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 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 reasons why. The periodical bibliography focuses on several management types or approaches: formalistic, competitive, collegial, situational, management by objectives, 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.-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.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

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

608308 Business Administration 308
PERSONAL FINANCIAL MANAGEMENT
4 semester hours
Staff

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 budget-keeping, 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: Sylvia Porter, Sylvia Porter's New Money Book for the Eighty's. 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: Cost of books, possible field trips in the area; nominal surcharge for microcomputer use.

MAXIMUM ENROLLMENT: 25

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

608309 School of Business 309

THE TIME OF YOUR LIFE

4 semester hours

E. Reynolds

A manager's life today is one bombarded with time pressures. Every minute must be made to count. Traditional time management seminars focus on left-brain techniques of managing day-to-day time. **THE TIME OF YOUR LIFE** sets these techniques into the whole of a manager's life. An important consideration is effectiveness and efficiency. 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 a 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 time saver, and the role of fun and joy in the use of time.

Students will read the workbook, participate in class exercises, read an outside book from bibliography, and four outside journal articles relevant to the course. Reports on these readings will be oral. Each student will keep a time journal.

Evaluation will be based on class participation (including 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

COST IN ADDITION TO TUITION: \$30 for workbook and workshop materials.

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:00-10:00 p.m. TR; 9:00 a.m.-1:00 p.m. Saturday, HA-216

608311 Business Administration 311

COMMUNICATING WHAT YOU MEAN

4 semester hours

L. Heath

Business communication involves oral, non-verbal, and written forms. Within these forms there is always a double message—that which is intended and that which is hidden. In this course, students will learn to (1) recognize hidden messages and to use them effectively, and (2) organize intended messages so that they will be clearly and quickly understood by the receiver.

Students will gain more insight into general communication, will learn to apply sound communication principles to their business tasks, and will find confidence in their abilities to communicate.

Classes are conducted primarily in a workshop manner with discussions, critiques, and in-class applications of learned concepts. Written applications receive major emphasis; however, oral and non-verbal applications are included, one of which is video-taped.

Assigned work includes pertinent readings; written applications; and a weekly, student-led seminar. Grades are based on class participation, two examinations, a submitted business report, and a self-evaluation report. All assignments must be submitted.

BIBLIOGRAPHY: Himstreet & Baty, "Harvard Business Review", Business Communications.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 5:30-9:30 p.m. MR; 9:00 a.m.-1:00 p.m. Saturday, HA-215

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. Evaluation will be based primarily on examinations.

BIBLIOGRAPHY: Joseph L. Frascogna, C.P.A. Law Review Under the 1978 Uniform Commercial Code; Davidson, Knowles, Forsyther, & Jepsen, Business Law Principles & Cases.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:00-10:00 p.m. MR, 9:00 a.m.-1:00 p.m. Saturday, HA-211

608455 Business Administration 455

BUSINESS POLICY

4 semester hours

Staff

In this course students study organizational administration from a top management perspective, as well as the formulation and execution of strategies and policies to integrate all management and business functions in support of organizational objectives. Also included are implications of resource availability, technology, and the economy; education, religion, ethics and personal values;

social responsibility; public policy and international relations for top management decisions. Assignments include comprehensive case analyses, which will serve as the main basis of evaluation.

REQUIREMENT FILLED: SBA major
RESTRICTIONS OR PREREQUISITES: SBA eligibility cards required. Senior standing, BA 350, 364, 370.
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: 9:00 a.m.-12:00 noon M-R, HA-221

608456 Business Administration 456
HONORS SEMINAR
4 semester hours
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. Evaluation will be based on a review of the classroom presentation, case analyses, and field project reports. The field project reports will be in videotape form.

REQUIREMENT FILLED: SBA major
RESTRICTIONS OR PREREQUISITES: SBA eligibility cards required. Senior standing, BA 350, 364, 370.
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. MW; 9:00 a.m.-12:00 noon Saturday, additional required field work, HA-221

608553 Business Administration 553
CONTEMPORARY ISSUES IN MANAGEMENT: INTERNATIONAL MANAGEMENT ON THE PACIFIC RIM WITH SPECIAL FOCUS ON CHINA, KOREA, AND JAPAN
4 semester hours
T. Barnowe

This course is an intensive study of the cultural, social, economic, legal, and political environmental facts involved in U.S. business dealings with the People's Republic of China, Korea, Japan, and selected other Pacific Rim nations. It will also address commercial negotiating styles in these countries, joint ventures, and other cooperative trade agreements; corporate structures for different degrees of internationalization; human resource strategies for cooperative agreements; special problems faced by expatriate managers and managers negotiating; and typical export-import practices in dealings with China, Korea, and Japan.

Washington state's role as a gateway and trade source for the Pacific Rim will be highlighted with assistance from a series of guest speakers. The course will employ a workshop format, combining short lectures, discussion, audio-visual presentations, and cases and exercises. Students will make presentations concerning assigned readings, participate in simulations designed to demonstrate negotiating practices and trade strategy, and write a term paper focusing on a particular Pacific Rim country of interest to them.

BIBLIOGRAPHY: Kapp, Communicating with China; Pye, Chinese Commercial Negotiating Style; Tong, Negotiating with the Japanese. Plus readings on Korea, Japan, China.
REQUIREMENT FILLED: Elective in MBA Program
RESTRICTIONS OR PREREQUISITES: MBA Eligibility Card Required
COURSE LEVEL: Graduate students only.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 5:30-9:30 p.m. MWR, 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 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. Students will be evaluated by means of examinations.

BIBLIOGRAPHY: Sommerfeld, Federal Taxes and Management Decisions, Master Tax Guide for 1986, Estate Planning Guide.
REQUIREMENT FILLED: MBA Elective
RESTRICTIONS OR PREREQUISITES: MBA 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. MR; 9:00 a.m.-1:00 p.m. Saturday, HA-219

Chemistry

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.
REQUIREMENT FILLED: GJR
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: 50
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, S-220; Lab: 1:00-4:00 p.m. MW, S-201

BHOPAL. LOVE CANAL. STRINGFELLOW ACID PITS. TIMES BEACH. EAGLE HARBOR. WESTERN PROCESSING.

All are previously little known communities or waste disposal sites that have gained infamy through toxic substances. All have generated emotionally charged debate between representatives of industry, government, and affected citizens. The increasing frequency of such events makes it important for the average person and the trained professional to have an understanding of toxic substances.

This course will examine chemical toxicity, how chemicals become pollutants, traditional and alternative methods of waste disposal, risk analysis, and environmental law. Case studies will include examples of intentional, incidental and accidental chemical exposures as well as effects on ecosystems. Topics will be of local, national and global significance, and will include:

- Vietnam, Agent Orange, and physiological effects of exposure to dioxin
- polychlorinated biphenyls (PCB's)
- sulfur dioxides, nitrogen oxides, acid rain, and transboundary air pollution
- Bhopal, India as an example of export of dangerous chemicals and processes to the Third World
- Puget Sound, sewage treatment, discharge permits and Superfund cleanups
- hazardous materials and solid waste disposal in Pierce County
- household hazardous chemicals

The course will include lectures, class discussions, videotapes, and guest speakers from industry, government, and an environmental group. The class will visit a local industry, a sewage treatment plant, and a solid waste landfill.

Each student will prepare a written and oral presentation of a case study on some toxic substance. The course grade will be based on the case study, class participation, and weekly quizzes.

BIBLIOGRAPHY: P.A. Vesilind and J.J. Pierce, Environmental Pollution and Control; and assigned readings from environmental science journals, newspapers and magazines.

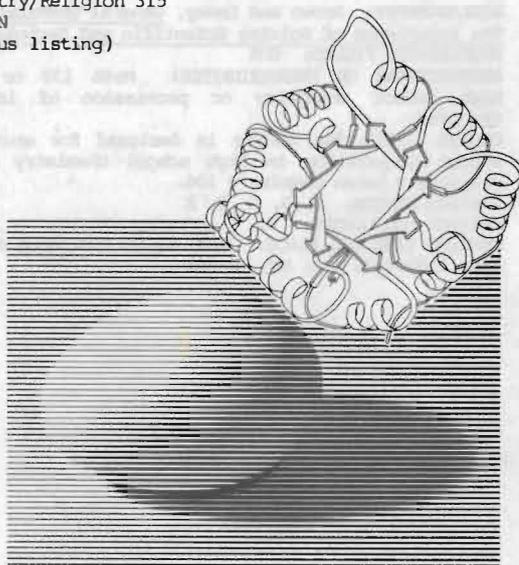
REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 1:00-4:00 p.m. M-R (two Fridays, Jan. 17 and Jan. 24, 12:00-5:00 p.m.), S-220

698315 Chemistry/Religion 315
BECOMING HUMAN
(See off-campus listing)



Communication Arts

698300 Psychology/Communication Arts/Education 300
THEORY AND PRACTICE OF LEADERSHIP AND GROUP BEHAVIOR
(See interdepartmental listing)

612301 Communication Arts 301
THE COMMUNITY NEWSPAPER
4 semester hours
C. Rowe

Producing a newspaper is a complex process. It is no less complex when the newspaper serves a smaller community, but the complexities can be brought into sharper focus there. This course will explore those complexities.

Through reading, lectures, in-class discussions with those involved in community journalism and field trips to selected newspapers, the class will study newspaper content, economics, production and distribution and the role of the newspaper in its community.

A comprehensive paper on all facets of the community newspaper will be required of each student. The final grade will be based on that paper and on class discussion.

BIBLIOGRAPHY: Editors of Harvard Post, How to Produce a Small Newspaper; Dr. Jon Gudell, The Economics of the American Newspaper; Morris Janowitz, The Community Press in an Urban Setting; David Shaw, Journalism Today; Wheeler McMillen, Weekly on the Wabash.

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: \$40.00 - Additional fees will be used to cover travel and lodging at Port Townsend (two nights) and Morton (one night).

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 12

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon T-F, R-201

698312 Music/Communication Arts 312
NEW YORK! FROM BROADWAY TO THE MET
(See off-campus listing)

Computer Science

614144 Computer Science 144
INTRODUCTION TO COMPUTER SCIENCE
4 semester hours
A. Cook

This course introduces students 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: Koffman, Problem Solving and Structured Programming in Pascal.

REQUIREMENT 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

COST IN ADDITION TO TUITION: Computer time

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, G-102

614490 Computer Science 490 (Undergraduate)

614590 Computer Science 590 (Graduate)

FAULT TOLERANT COMPUTING

4 semester hours

R. Spillman

This course will survey both hardware and software approaches to the design of highly reliable computer systems. Topics covered will include: application of fault tolerant systems, fault detection and isolation, fault tolerant architectures and design of fault tolerant software. Students will be graded on several problem sets and two exams—a midterm and a final.

BIBLIOGRAPHY: Brewer, Fault Detection; Anderson & Lee, Fault Tolerance.

REQUIREMENT FILLED: Other

RESTRICTIONS OR PREREQUISITES: CS 280 and 270

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

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

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, S-222

Earth Sciences

698314 Biology/Earth Sciences 314

NATURAL HISTORY OF HAWAII

(See off-campus listing)

Economics

620150 Economics 150

PRINCIPLES OF ECONOMICS

4 semester hours

N. Peterson

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. Three will be weekly exams for evaluating the student's progress.

BIBLIOGRAPHY: Belton M. Fleisher & Thomas J. Kriesner, Economics.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 40

MEETING TIME AND PLACE: 10:30 a.m.-1:00 p.m. daily, HA-209

698313 Economics/Political Science 313

SOLIDARITY--A VIEW FROM THE INSIDE

(See interdepartmental listing)

Education

698300 Psychology/Communication Arts/Education 300

THEORY AND PRACTICE OF LEADERSHIP AND GROUP BEHAVIOR

(See interdepartmental listing)

698301 Education 301

AN ALTERNATIVE SETTING FOR TEACHING

(See off-campus listing)

619315 Education 315

ELEMENTARY SCHOOL: COULD I TEACH IN ONE?

4 semester hours

W. Brochtrup and Staff

The course is designed to provide a field experience in a local school district at the elementary school level. It is intended as an initial experience for those students considering the teaching profession as a possible career. This course includes such diverse activities as observing or working as a teacher-aide and working with children in a variety of situations. When possible, students will be assigned to a classroom teacher in a district and grade level of their choice.

The specific purpose of the course 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 level.

Placement in a school is the responsibility of the School of Education and requires a completed application prior to registration for the course. Application forms and tally cards are available in the School of Education Office. Applications must be complete prior to December 1, 1985.

Unless specifically negotiated otherwise, the student observes normal teacher working hours for the Interim on a daily basis. Course 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 application proposal.

There will be a number of seminar sessions held on the PLU campus during the course of this Interim experience. The first meeting of the class will be 8:30-10:30 a.m. January 6, in HA-209.

BIBLIOGRAPHY: Glasser, Schools Without Failure; Holt, How Children Fail; Goodlad, A Place Called School.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

619317 Education 317

LOOKING IN CLASSROOMS

4 semester hours

K. Rickabaugh and Staff

This course will provide a field experience in a local school district at the secondary level involving activities such as observing, one-to-one tutoring, working as a teacher-aid and/or working with small groups of pupils 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 look at and experience first-hand what teachers and pupils do in classrooms. Students contemplating teaching as a possible career choice should find this course particularly valuable.

Placement in a school is the responsibility of the School of Education and requires a completed application form prepared by the student. Forms are available from the instructor and must be completed and signed by the instructor before December 1, 1985, and before registration is completed. A tally card is required.

Unless specifically negotiated otherwise, the student will observe normal teacher working hours for the Interim on a daily basis. Collateral reading is required. Each student is expected to keep a personal journal or "log" which records and integrates his/her experiences, readings, and reflections.

Evaluation will be by the cooperating teacher and the PLU supervisor. Evaluation will be in terms of regular attendance, participation and satisfactory completion of the personal journal.

BIBLIOGRAPHY: Finn, "A Call for Quality Education" American Education (1982); Goodlad, A Place Called School (1984); Liberman and Miller, Teachers, Their World, and Their Work (1984); Schultz, Education 85/86 (1985); Sizer, "High School Reform: The Need For Engineering", Phi Delta Kappan (1983).

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards and application required by December 1, 1985.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 8:00-10:00 a.m. January 6, HA-117

319318 Education 318

FACE TO FACE: INTERPERSONAL STYLES, SKILLS, AND GROWTH
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 theory, principles, and 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, peer evaluation, and a personal journal will be used to evaluate student progress.

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

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 10:00 a.m.-12:30 p.m. daily, HA-117

619319 Education 319

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, 1985, 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 the 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 required by December 1.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

626501 Educational Psychology 501

PROBLEM SOLVING

2-4 semester hours

J. Fletcher

The Problem Solving workshop will provide an opportunity to assess the many needs of self and society for problem solving. The class participants will read several books that have methods of problem solving, or content related to problem solving. Once this task is completed students individually or in dyads, triads or groups will choose a method and follow through on solving problems using that method, or a variety of methods. Problem solving will be related to the learning process. In addition students will recognize the creative and intellectual ability that goes in to problem solving.

The course will foster openness and flexibility in the approach to problem solving. Both short term and long term goals will be used in drawing up plans for solution.

Problems to be solved will be chosen by the student. This will come from a wide variety of areas, i.e., personal, academic, mathematical, physical, environmental, societal according to the interest of the student. Students will work through the identification of the problems, generation of solutions, decision, implementation and final resolution.

Each student will work through at least three problems, using a developed problem solving method. It is the expectation that the method used will become a part of the student's repertoire in solving many of life's problems. The class as a whole will work on a group problem involving decision making.

In order to increase learning, the following topics will be covered: types of learning, Guilford's structure of intellect, problem identification, solution components, methods of problem solving including the four stage view, funneling view, information processing and the scientific method, determinants of problem solving, external conditions, internal conditions, decision making, and a theoretical view of problem solving including both behaviorist and cognitivist approaches.

Students will be evaluated on the basis of their contribution to the class and the evidence of following methods chosen in working toward problem solving.

Those students who choose to take the course for 4 credit hours, will carry out an in-depth study of a related area, and where possible will set up and implement a research proposal for the area chosen.

BIBLIOGRAPHY: James Adams, Conceptual Blockbusting: A Guide to Better Ideas; Maynard Baldwin, Ed., Portraits of Complexity: Applications of Systems Methodologies to Societal Problems; Alma Bingham, Improving Children's Facility in Problem Solving; Alan C. Filley, Interpersonal Conflict Resolution; Charles Kepner & Benjamin Tregoe, The Rational Manager: A Systematic Approach to Problem Solving and Decision Making; Benjamin Kleinmuntz, Ed., Problem Solving: Research, Method and Theory; Morris Stein, Stimulating Creativity; John Warfield, An Assault on Complexity; Paul Watzlawick, Change: Principles of Problem Formation and Problem Resolution; John D. Yeck, How to Get Profitable Ideas for Creative Problem Solving; Melton A. Young, Teaching Children with Special Learning Needs: A Problem Solving Approach.

REQUIREMENT FILLED: Master's Degree

RESTRICTIONS OR PREREQUISITES: Students with graduate status in Education or the Social Sciences. On special permission seniors in Education, Social Sciences, Nursing may be admitted.

COURSE LEVEL: The course is designed for majors or advanced students (Master's Degree).

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

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

625190 Special Education 190

EXCEPTIONAL CHILD AND ADULT

3 semester hours

G. Williams

This course is an introduction to the needs and characteristics of exceptional children and adults. Federal and state legislation, current issues, and practices of delivering services to handicapped individuals will be discussed. This class is designed as an overview of the field for undergraduate students in Special Education, general education, nursing, counseling, and other related fields, and is a prerequisite for all Special Education course-work.

Topics will include: 1) Introduction to the field of special education; 2) Laws related to handicapped individuals; 3) Mental retardation; 4) Learning disabilities; 5) Behavior disorders; 6) Communication disorders; 7) Hearing impairments; 8) Visual impairments; 9) Physical and health impairments; 10) Gifted and talented; 11) Multi-cultural issues; and 12) The disabled adult.

This section of SPED 190 (required of all education majors) will emphasize secondary programming in the schools and community.

BIBLIOGRAPHY: William L. Heward and Michael D. Orlansky, Exceptional Children; Kent Gerlach, Educating Exceptional Children, and Study Guide to accompany Exceptional Children.

REQUIREMENT FILLED: Education requirement

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon M-R, EC-14

625191 Special Education 191

OBSERVATION IN SPECIAL EDUCATION

1 semester hour

S. Paff

This class provides an opportunity for observation of Special Education settings in the local area. These will include institutions, hospitals and school programs at the pre-school, elementary and secondary levels. Students will be responsible for their own transportation. This class will be especially valuable to students majoring in Education, Special Education, Nursing, Social Work, Sociology and Psychology.

Requirements include class participation and visits to a minimum of seven schools, hospitals and/or institutions. Each student will be required to complete an observational log and assignments from the text.

BIBLIOGRAPHY: Kent Gerlach, Observing Classroom Behaviors.

REQUIREMENT FILLED: Applies to a major or minor in Special Education

RESTRICTION OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

MEETING TIME AND PLACE: 4:00-5:00 p.m. TR, EC-10A

625312 Special Education 312

TEACHING CHILDREN WITH PHYSICAL DISABILITIES

3 semester hours

H. Owens

This course will provide information about major physical disabilities and their impact on learning and teaching both in the classroom as well as at home.

Students will be able to become acquainted with specific disabilities and will be provided the opportunity to work with this population in a school or home setting through a 1 semester hour practical field experience included in the 3 semester hour class.

This course may be of particular interest to students in social work, pre-med, nursing, adaptive P.E., psychology, and education.

Topics to be examined include human anatomy, orthopedic and neurological disorders, secondary health conditions, psychosocial aspects, life management, communication, educational implications, and curriculum modification.

Students will be evaluated on the basis of 2 quizzes, a position paper, and the teacher evaluation (field placement).

BIBLIOGRAPHY: June Bigge, Teaching Individuals with Physical and Multiple Disabilities.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, EC-15. Course will be taught January 6-17, 1986, practicum requirement will be met between January 20-31, 1986.

625319 Special Education 319

SPECIAL EDUCATION PRACTICUM

4 semester hours

A. Lawrence and Staff

This course provides opportunities for an experience as a teacher-aide 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.

Students will participate in the class activities with the assigned special education teacher, daily, from approximately 9:00 a.m. to 3:00 p.m. (minimum 120 clock hours) and work as an aide. 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. Students are expected to keep a log of daily activities and complete assignments in the text.

Placements in schools are the responsibility of the School of Education and require a completed application form. Forms are available from the instructor.

BIBLIOGRAPHY: Kent Gerlach, Observing Classroom Behaviors.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: To be announced.

625399 Special Education 399

PRACTICUM IN SPECIAL EDUCATION

1-3 semester hours

H. Owens and Staff

This course offers the opportunity for experience with Special Education children or adults in a supervised setting (prerequisite SPED 190 or permission of instructor). This experience may be taken in the local area or out of town. Practicum experiences will be arranged with school districts by the instructor. Students are expected to read and complete the assignments in the text and keep a daily log. Outside readings may be assigned depending on the assignment.

English

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

A meeting will be arranged with all students enrolled the week of December 9, 1985.

BIBLIOGRAPHY: Kent Gerlach, Observing Classroom Behaviors.
REQUIREMENT FILLED: Applies to a major or minor in Special Education

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION:

MEETING TIME AND PLACE: To be announced.

625475 Special Education 475

EFFECTIVE UTILIZATION OF PARA-PROFESSIONALS AND COMMUNITY RESOURCES

1 semester hour

K. Gerlach

This class will discuss the management of teacher aides, parents and student volunteers in the Special Education classroom. An overview of resources in the community will be presented.

Specific topics will include human resources in special education; historical perspective of para-professionals and volunteers; maximizing human resources in special education instructional settings; human resources program development; recruitment, assignment and scheduling of para-professionals; orientation of para-professionals; training of para-professionals; and supervising para-professionals.

BIBLIOGRAPHY: Michael Finian, A Teachers Guide to Human Resources in Special Education: Para Professionals Volunteers and Peer Tutors.

REQUIREMENT FILLED: Applies to a major or minor in 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. Monday (begins January 13, 1986), EC-15

625494 Special Education 494

COMPUTER APPLICATION FOR THE HANDICAPPED

2 semester hours

L. Reisberg

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: (1) Computer applications for IEP and other data management uses; (2) Computer applications in scoring and analyzing test results; (3) Computer assisted instruction for drill and practice; (4) The computer as a tool to teach creativity and problem solving skills; (5) The use of computers as a language communication mode for non-verbal children and children with physical handicaps; (6) The use of computers to control the environment for physically disabled individuals; (7) Computer input devices which can be used by the physically disabled; and (8) Analysis of instructional properties and evaluation of software.

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

REQUIREMENT FILLED: Applies to a major or minor in Special Education

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

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

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 4:30-8:30 p.m. TR, Micro Computer Center - Library

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 and Peters, Writing Prose.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 1:00-3:30 p.m. daily, HA-214

630303 English 303

WRITING FOR AND ABOUT THE SCIENCES

4 semester hour

J. Cady

This course is designed to give young scientists the writing skills that will help further their careers. You will learn to write in a manner easily understood by your peers, the general public, and by funding agencies which support scientific research.

We will be looking at linear and non-linear patterns of thought, and at intuitive as well as rational ways of approaching material. We will deal with organization, classification, and the clean-lined beauty of great ideas and discoveries which have been simply stated. The class will write, rewrite, and hold in-class discussions. Lab periods will be used for group exercises, as well as individual conferences. We will view science writing (lab reports, equipment descriptions, field journals, etc.) as a special genre.

BIBLIOGRAPHY: J. Weisenbaugh, Computer Power and Human Reason; Fritjof Capra, The Turning Point.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon MWR; Tuesday lab 12:30-3:30 p.m., HA-210

630304 English 304

SOCIAL SCIENCE FICTION: GLOBAL FUTURES

2 semester hours

R. Seeger

Ever since science fiction began to appear, towards the end of the nineteenth century, many of its best writers have concerned themselves with social and ethical problems. They have extrapolated the trends and concerns of their times into utopian (or dystopian) visions of our global future. Some mainstream writers as well have chosen science fiction as a means of expressing social and cultural commentary.

Social Science Fiction: Global Futures will examine four landmark science fiction books written during the last sixty years: Orwell's 1984, Huxley's Brave New World, Miller's Canticle for Leibowitz, and Silverberg's The World Inside. We will end our study with a recent non-fiction bestseller, Naisbitt's Megatrends.

The course will begin with a brief introduction to science fiction, especially as it has served as a vehicle for social commentary. We will then proceed by more-or-less open discussion of the texts, emphasizing the ways in which the global visions extrapolated by the writers provide poignant commentaries on their own milieu. Students will participate in class and small-group discussion, write two short papers, and read five books. There will be four brief quizzes and one examination.

BIBLIOGRAPHY: George Orwell, 1984; Aldous Huxley, Brave New World; Walter Miller, A Canticle for Leibowitz; Robert Silverberg, The World Inside; John Naisbitt, Megatrends.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:00-9:00 p.m. TR, HA-204B

630305 English 305

THE POET AS CHRISTIAN: HERBERT, HOPKINS, ELIOT

4 semester hours

P. Benton

We will study the life, faith, and poetry of George Herbert (a 17th-century Anglican parson), of Gerard Manley Hopkins (a 19th-century Jesuit), and of T.S. Eliot (a 20th-century "high church" convert). Our goal will be to understand how each poet used his poetry to deal with doubt, to explore the concrete "feel" of abstract doctrine, and to celebrate the presence of God in the world.

The heart of the course will be a concentrated study of poems. We will also read some of the poets' prose--Herbert's The Country Parson, Hopkin's letters and devotions, Eliot's essays on Christianity and society--as well as background material on the religious assumptions and issues of each period.

We will learn to read and appreciate three highly contrasting kinds of English poetry from the later Renaissance to our own time. We will also consider how writing poems served as a "spiritual exercise" in very different cultural environments. On the more personal side, students may discover how reading poetry may serve them in their own meditations, Christian or otherwise.

Besides the thoughtful study of poems each day, each student will complete a 20-page portfolio--a selection of the best journal entries, reading notes, and short essays written throughout the month. Occasional quizzes will gauge the quality of daily preparation. Evaluation will be based on the portfolio, the quizzes, and the attendance record (80% minimum). Neither prior experience with poetry nor Christian belief are prerequisites; but students should be willing to take both seriously and to work hard to understand them and their interaction.

BIBLIOGRAPHY: G. Herbert, The English Poems; G.M. Hopkins, Poems & Prose; T.S. Eliot, The Four Quarters, Christianity & Culture.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, HA-208

English 306

INNOCENTS ABROAD

(See off-campus listing)

630307 English 307
THE BLOOMSBURY GROUP
4 semester hours
T. Campbell

The Modernist revolution in art and architecture, dance and theatre, music and literature that erupted in the early years of the 20th century, had an international flavor and scope from the beginning. Born in the ateliers of Paris and studios of Munich, the bars of Greenwich Village and cafes of Milan, it swept across Europe and America, announcing a new artistic spirit for a new atomic age and leaving in its wake the notorious -isms that give Modernism its varied character: Expressionism, Futurism, Fauvism, Vorticism, Dadaism, Cubism, and the rest.

In England, modernism took a peculiarly British turn with a group of Cambridge friends clustered in the slightly bohemian west central district of London called Bloomsbury. To its enemies, these "Bloomsberries" were a lot of "snobs, poseurs, and pederasts," a self-styled cultural mafia. But in this course we'll discover that that's not the whole story. Artists, intellectuals, and iconoclasts in a position of optimum receptivity to the wash of 20th century ideas (to Einstein's physics, Freud's psychology, Stravinsky's music), they were able to renovate writing and painting in England, debunk "Victorianism," campaign for sexual freedom, and achieve both individual and collective fame into the bargain.

We'll read the ground-breaking fiction and feminist essays of Virginia Woolf; the witty, irreverent biographies of Lytton Strachey; the humane novels and fantastic stories of E.M. Forster. And we'll see how Bloomsbury values are translated into the visual art of the group's three painters, Vanessa Bell, Duncan Grant, and Roger Fry.

Students will keep a reading journal from which they will generate a short paper and an oral presentation.

BIBLIOGRAPHY: Leon Edel, Bloomsbury: House of Lions; Mitchell Leaska, A Virginia Woolf Reader; Lytton Strachey, Eminent Victorians; E.M. Forster, Howards End, The Celestial Omnibus.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 8:00-10:30 a.m. daily, HA-211

63030 English 308

PUBLISHING AND WRITING IN THE PACIFIC NORTHWEST

1 semester hour

L. Elliott

We who live in the Northwest know well that ours is a special region. One of its distinctive qualities is a notable literary community of writers, printers, and--increasingly--small independent publishers. This course takes a closer look at book publishers in our region: how they develop and produce books particularly appropriate for or representative of the Northwest, how they compete with large New York publishers or create new local markets for their books, and how they understand and expand the role they play in the literary and commercial climate of this special corner of the country.

Each student will prepare a detailed report on one regional publisher. The class will visit two on-campus printing facilities--Central Services and the Elliott Press--and host a visit from at least one Northwest publisher.

BIBLIOGRAPHY: Eileen Kernaghan, Edith Surridge & Patrick Kernaghan, The Upper Left-Hand Corner, A Writer's Guide to the Northwest; Bill Adler, Inside Publishing; John Dessauer, Book Publishing, What It Is, What It Does; Richard Balkin, A Writer's Guide to Book Publishing.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 3:00-4:00 p.m. MWR, HA-210

630309 English 309
POETS OF THE PACIFIC NORTHWEST
4 semester hours
R. P. Jones

This course introduces some prominent poets of the Pacific Northwest, beginning with Theodore Roethke, moving on to Nelson Bentley, Richard Hugo, and David Wagoner in the next generation, then to James Welch, James Mitsui, and Colleen McElroy among others.

We will try to determine their special relationship to the life and landscape of our immediate region as well as their major themes and techniques. We will attend any readings scheduled close enough to drive to and invite several of the poets to visit us during the month to read and discuss their work and, perhaps, to take part in a panel on Northwest writers and publishers.

Students will read a sample of all poets covered, give an oral report on an individual poet, and write a short (1500-2000 word) comparative critique of two poets or complete a comparable project developed in consultation with the instructor.

BIBLIOGRAPHY: Roethke, Collected Poems; R. Hugo, Complete Poems; N. Bentley, The Iron Man of the Hoh, Grayland Apocalypse; J. Welch, Riding the Earthboy 40; and other readings.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: There may be a small charge for some poetry readings.

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-4:00 p.m. MTWR, HA-219

630310 English 310
WOMEN AND FICTION: STILL AFRAID OF VIRGINIA WOOLF?
1 semester hour
N. Leigh

In 1931, Virginia Woolf predicted that "the future of fiction very much depended on what extent men can be educated to stand free speech in women." In this course we will attempt an overview of the range of writing women have given us in the relatively free speech of the past fifty years, relying on short stories and essays by a diverse collection of writers including Kate Chopin, Doris Lessing, Adrienne Rich, Toni Morrison, Ursula LeGuin, and of course Virginia Woolf herself. We'll also be reading one novel, Alice Walker's The Color Purple. Since we will be working toward a better understanding of what it means to be a female writer or a female reader of fiction, students will keep a reading journal of their responses to the works we read and to class discussions.

BIBLIOGRAPHY: V. Woolf, A Room of One's Own; A. Walker, The Color Purple; other readings on library reserve.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 1:00-3:00 p.m. TR, 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.

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: \$20.00 lab 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

630366 English 366
WRITING FOR CHILDREN
4 semester hours
S. Rahn

Usually offered during the Spring semester, Writing for Children will be held during the Interim term in 1986. It is a kind of workshop in which students regularly read and discuss each other's writing, and in which in-class writing experiments include generating ideas, developing characters, increasing sensory awareness, and inventing creatures from other solar systems. It is also an opportunity to expand one's imagination and re-discover one's own childhood.

This January we will focus especially on three ways of writing for children: transfixing childhood memories into fiction, creating new fairy tales from traditional folk materials, and combining words and pictures in the unique art-form of the picture book. Each student will compile a portfolio including short in-class assignments and two completed writing projects. We will also read and discuss outstanding works by contemporary children's authors--to discover the characteristics of good writing for children, to learn how these authors solve the writing problems that all writers face, and to become familiar with recent important developments in the world of children's literature. These works will include fairy tales, picture books, a warm and funny family story by Beverly Cleary, and a suspenseful fantasy novel by Diana Wynne Jones.

BIBLIOGRAPHY: J. Aiken, The Way To Write For Children; Beverly Cleary, Ramona and Her Father; Diana Wynne Jones, Dogsboddy.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 1:00-4:00 p.m. MTRF, HA-216

630451 English 451
SEMINAR: CHRISTOPHER MARLOWE
4 semester hours
S. L. Jansen Jaech

The year 1564 was a momentous one in English literary history. It was the year of William Shakespeare's birth, certainly, but it was also the year of Christopher Marlowe's birth. Just two months before England's greatest dramatist was born in Stratford on Avon, the man who is, perhaps, England's second greatest dramatist was born in the city of Canterbury.

Marlowe's life and associations are better documented than those of his more famous contemporary, and they are also somewhat surprising. Educated at the King's School at Canterbury and then at Cambridge, Marlowe entered the turbulent world of the theater in London. Accused at various times of atheism and of murder, he died at the age of twenty-nine in a tavern brawl that erupted over who was to pay the bill. There is considerable irony that one of England's most promising literary geniuses should have died in such a fashion. The great popularity of his plays ended with his death.

Marlowe's dramas show that he did not accept without question the ordinary Renaissance notions of man's relations to society and to God. Our reading this Interim will focus on Marlowe's career as a "Renaissance man," and we will examine his intellectual progress through his lyrics, his lovely narrative Hero and Leander, and, of course, the great tragedies, including Tamburlaine, The Jew of Malta, Edward the Second, and Doctor Faustus.

Marlowe was a poet who wrote for the public stage, so you need not be an English major to enjoy his work. This is, however, an upper-division course intended for advanced students. The course will require a significant amount of reading in secondary sources as well as Marlowe's works. We will proceed seminar-fashion in this course, with each student responsible for classroom presentations and the preparation of a seminar research paper. Students should be able to spend a minimum of four hours each day working independently.

BIBLIOGRAPHY: Christopher Marlowe's works, a complete bibliography and syllabus available from the instructor.
REQUIREMENT FILLED: GJR
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 10:00 a.m.-12:30 p.m. daily, HA-214

History

632306 History 306
HOLOCAUST: THE DESTRUCTION OF THE EUROPEAN JEWS
4 semester hours
C. Browning

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

The format of the course will be a mixture of lecture, discussion, and films. A fee of \$8.00 per student will be assessed at the time of registration to cover the cost of the films. Students will be evaluated on the basis of: a) written preparation of study questions for the discussion sessions, and b) a short research paper.

BIBLIOGRAPHY: Yehuda Bauer, A History of the Holocaust; Hannah Arendt, Eichmann in Jerusalem; Richard Rubenstein, The Cunning of History; Elie Wiesel, Night.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$8.00 film fee
MAXIMUM ENROLLMENT: 80
MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, IN-100

632332 History 332
ENGLAND: TUDORS AND STUARTS
4 semester hours
P. Nordquist

History 332 deals with English history in the 16th and 17th centuries. It is a rich and provocative period, one that deserves careful study. Among the topics we will consider are the following: the rise of the Tudors, the English Reformation, Thomas More, the emergence of Anglicanism, Thomas Cranmer and the Book of Common Prayer, "Bloody" Mary, Elizabeth of Good Memory, the emergence of Parliament, Elizabethan intellectual life, The Stuarts, opposition to the Stuarts, common law, "The Beauty of Holiness," the Civil War and Revolution, John Locke, Thomas Hobbes, Isaac Newton, the Glorious Revolution, and William and Mary. There will be two examinations, two short papers (one on Henry VIII, one on the "causes" of the English Revolution.) Class time will be divided between lecturing and discussion.

BIBLIOGRAPHY: S.T. Bindoff, Tudor England; J.P. Kenyon, Stuart England; J.J. Scarisbrick, Henry VIII; Garrett Mattingly, The Armada; Lawrence Stone, The Causes of the English Revolution.
REQUIREMENT FILLED: GJR
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00-3:30 p.m. daily, X-112

632401 History 401
FROM TOURISM TO TURMOIL: U.S.-CARIBBEAN RELATIONS
1 semester hour
J. Bermingham

This course will examine some of our nation's closest neighbors in the Caribbean, especially Jamaica, Cuba, and Grenada. Emphasis will be placed on the Caribbean perspectives in their relationships with the U.S. A major focus will be inquiry concerning political and economic instability which has produced turmoil in a region where the U.S. traditionally has had so much influence. This class will move beyond the beautiful island beaches to seek an understanding of the Caribbean's dynamic societies and cultures.

A written case study on some issue of development or a brief analysis of one of the country's foreign policy priorities will be the main basis for evaluation.

BIBLIOGRAPHY: Pearce, Under the Eagle; Girvan, The IMF Solution; Cohen, Crisis in the Caribbean.
REQUIREMENT FILLED: GJR
RESTRICTIONS OR PREREQUISITES: Tally cards required.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 6:00-9:00 p.m. TR (Jan. 21, 23, 28, 30, 1986), X-114

Integrated Studies

698233 ISP 233
IMAGING THE SELF AT HOLDEN VILLAGE
(See off-campus listing)

Languages

638302 Languages 302

THE SILENT WORLD: AN EXPERIENCE 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 the deaf in North America will be studied, and students will be taught to develop both expressive and receptive skills in communicating with these 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 Languages; Bery/Benderly, Dancing Without Music.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 2:00-5:00 p.m. daily, EC-13

638303 Languages 303

BARBARIAN TO BACH OR TWO THOUSAND YEARS OF GERMANY

4 semester hours

R. Swenson

Germany has had periods of extreme turbulence combined with outbursts of profound creativity during its long history. Its location in the center of Europe has subjected it to many external influences, and we will explore the forces which have helped shape the destiny of the German people. We will also examine the phenomenon of German culture and how it is manifested in creative works of art, music and literature, which will include an investigation of the events that produced these works. Considerable attention will be given to contemporary developments.

Students will give short oral presentations on subjects dealing with various cultural areas of inquiry, which will be assigned by the instructor. In addition to the required readings, there will be a take-home final examination. The course is designed to acquaint students, particularly those with little or no previous background in German or in German historical or cultural developments, with the wealth of German contributions to Western civilization as well as German influences on American life.

BIBLIOGRAPHY: Kurt Reinhardt, Germany--2000 Years (2 vols.).

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 10:30 a.m.-1:00 p.m. daily, HA-204B

638307 Languages 307

OF SECULAR LOVE AND THE ORPHIC LYRE

4 semester hours

R. Brown

Florentine neo-Platonism enjoyed a momentous influence upon the poetry, music, art, religious and political thought of Renaissance Europe. Members of this course will have the opportunity to trace the many expressions of this intriguing movement through four different countries: Italy, France, the German Palatinate and England. A rich background of war, of political and religious scandal, will give further meaning to our endeavor.

Our imaginary journey will begin in Florence, Italy, where Marsilio Ficino helped to found a Platonic Academy under the auspices of the Medici family. There we will discover why Ficino associated Christianity with the religions of the ancient world -- Orphic hymns and Chaldean oracles. We will appreciate his vital linking of the arts with the contemplative experience and the prophecies of the poets. We will also understand why love—even the most scandalous and profane—enjoyed a place in the mystical scheme.

Our perusal will then bring us to Lyons, France, where we will luxuriate in the exquisite (and frequently earthy) tales of Marguerite de Navarre and other enthusiastic Ficinians, many of whom were women. An outbreak of wars between Protestants and Catholics, a gravitation toward magic and cabalism, will then alter our perspective. We will observe the sobering and curious attempts by Catholic conciliators such as Catherine de Medici to replace division with ecumenical unity; arms, with music and poetry —only to be overcome by extremist forces of the Catholic Reformation.

Ficino's concepts of love and reconciliation will re-emerge, nevertheless, in the almost fairy-tale kingdom of the German Palatinate, the cradle, some hoped, of a Protestant Europe. But as in France, this movement will again meet defeat. As the class commiserates with the tragic destiny of this enchanted land, it will prepare to celebrate the immortal and vastly transformed expression of Florentine neo-Platonism in Shakespeare's Merry England.

Class members will be evaluated upon the quality of discussion, a weekly quiz, and a short, analytic paper. A Renaissance banquet of European foods, dance, song and poetry, will be held at the home of the instructor.

BIBLIOGRAPHY: Michael Allen, The Platonism of Marsilio Ficino; O'Neale, The Age of Catherine de Medici; Frances Yates, Shakespeare's Last Plays; Shakespeare, Loves Labour Lost. Hand-outs in class of articles and poetry.

REQUIREMENT FILLED: Interim

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

COST IN ADDITION TO TUITION: \$20.00 for hand-outs and final banquet

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, HA-215

638309 Languages 309

SCANDINAVIAN SMÖRGÅSBORD

4 semester hours

J. Rasmussen

Our academic smörgåsbord will present tempting tidbits of Scandinavian culture.

The course will open with an overview of the Nordic region—the physical environment, the languages, the people—and its relationship to the rest of Europe. Films and slides will complement the information presented in the readings and lectures.

The focus will then turn to the folklore of Scandinavia, as communicated through selected legends and folktales. We will learn of the supernatural creatures who, according to folk belief, populated the Norwegian wilderness—beings such as the troll, the huldre-folk, the draug, and the nisse. We will read traditional tales from Finland and Iceland as well.

Next we will discover the genius of Danish author Hans Christian Andersen, whose literary fairy tales have brought the magic of storytelling to generations of enthralled readers, adults and children alike.

We will also explore the lives of those Scandinavians who in the nineteenth century turned westward to America. Vilhelm Moberg's documentary novel, The Emigrants, offers a gripping and informative look at one band of Swedish emigrants. The course will feature a showing of the memorable film version of the novel, starring Liv Ullmann and Max Von Sydow.



Highlighting our smörgåsbord will be a discussion of holiday celebrations and everyday social customs, culminating in the production of a true Scandinavian buffet. All members of the class will join in the preparation and enjoyment of typical ethnic foods. Visits to Scandinavian specialty stores will help us prepare for the smörgåsbord feast.

Evaluations will be based on two exams and participation in class activities.

BIBLIOGRAPHY: Dale Brown, Cooking of Scandinavia; Claire Booss, Scandinavian Folk & Fairy Tales; Vilhelm Moberg, The Emigrants.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$25.00 for films, food and materials.

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 2:00-4:30 p.m. daily, IN-100

640301 Languages -- French 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 presentation of required textbook material and drill work designed to help students understand that material. The two-hour afternoon class will emphasize communication skills, moving beyond the material in the text book to real-life situations. Some students may find it possible to maintain the class pace without attending all afternoon sessions.

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.

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.

Cultural activities will include learning French songs, meeting French people, seeing slides of France, watching a feature-length French film each Friday, enjoying French foods and having one dinner in a French restaurant in Seattle.

The instructor will evaluate student progress in the grammar and skill areas by means of daily quizzes, chapter and unit tests, and participation in class activities.

BIBLIOGRAPHY: Jean Paul Valette and Rebecca Valette, Contacts, Langue et Culture Francaises; also the workbook, Cahier d'exercices.

REQUIREMENT FILLED: Interim

RESTRICTION OR PREREQUISITES: Students who have studied French previously should meet with professor before registering.

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

COST IN ADDITION TO TUITION: Textbook plus \$35.00 for cultural activities.

MAXIMUM ENROLLMENT: 28

MEETING TIME AND PLACE: 8:00-11:00 a.m. and 2:00-4:00 p.m. daily, HA-206

644101 Languages - Greek 101

ANCIENT GREEK

4 semester hours

R. Snee

Through Greek literature we discover the origins 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 century 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 century B.C.) made Greek the common (koine) language that it still remained 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. The civilization of the Roman Empire was not Italian, but Greek.

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. This course assumes no previous experience with the Greek language. 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.

Evaluation will be based on daily quizzes, a mid-term and a final.

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

REQUIREMENT FILLED: Arts and Sciences language requirement.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:30 a.m.-12:00 noon daily, EC-22



Mathematics

636311 Mathematics 311
FINANCIAL MATHEMATICS
4 semester hours
G. Peterson

The mathematics of finance is both relevant to the real world and very interesting. Most everyone will purchase a home, buy life insurance and participate in a retirement fund. Many will seek a second income by placing savings into bonds, stocks or other investments. A knowledge of the mathematics of finance is essential to understand the implications of these transactions.

Topics will include simple interest, ordinary interest, bank discount notes, bills, commercial paper, compound interest, sinking funds, insurance and life annuities. At the end of the course the student will be able among other things, to compute his monthly house payment or find the actual interest rate of a loan from the Easy Credit Loan Company.

Two exams and two quizzes will test the student's ability to interpret a financial problem and make the necessary calculations. Daily assignments will be made and graded.

In addition to the textbook students will be required to have access to a business analyst calculator.

BIBLIOGRAPHY: Cissell, et. al., Mathematics of Finance (6th Edition).
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00-11:30 A.M. daily, G-101

636312 Mathematics 312
HISTORY OF SCIENCE
4 semester hours
N. C. Meyer

This course is the story of our world view and understanding, of theory and control of our physical environment, from ancient times to the 20th century. We will focus on the great revolutionary changes in science: the beginnings of science in ancient Greece, the scientific revolution of the 16th and 17th centuries, the rise of the atomic theory and evolutionary theory in the 19th century, and some of the radical developments of the 20th century. We will try to see science in the social and intellectual context of the times.

Students will participate in discussions, make a time line and keep a notebook with their comments on readings and class discussion, and they will write a short paper.

This class is appropriate for any student with an interest in the history of science. It may be of special interest to those who plan to teach science.

BIBLIOGRAPHY: Herbert Butterfield, The Origins of Modern Science; John C. Green, The Death of Adam; Hugh Kearney, Science and Change 1500-1700; Stephen F. Mason, A History of the Sciences.
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Interest in history of science.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, G-103

Music

698302 Music 302
CULTURAL TOUR OF SPAIN
(See off-campus listing)

656305 Music 305
BEGINNERS BAND
4 semester hours
R. Ponto

This is a beginning class with 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 (Extension 7626). 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 and oil.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 12:30-3:30 p.m. M-R, E-228

698312 Music/Communication Arts 312
NEW YORK! FROM BROADWAY TO THE MET
(See off-campus listing)

656313 Music 313
DARE TO TRY SOMETHING NEW: LEARN TO PLAY THE VIOLIN
4 semester hours
A. Tremaine

Experience the arts in a truly unique way. If you have a venturesome spirit and little or no background on the violin this course is for you. Learn all you have ever wanted to know about the violin: how to play, its history, parts, construction, care, famous artists, practice techniques and stage fright.

The main emphasis of this course is learning to release tensions, both physiological and psychological, as applied to violin playing as well as to general day to day freedom from tensions.

Besides daily class lessons on the instrument there will be short lectures, discussions, guest performers, audio visual demonstrations and field trips to violin shops and concerts.

Students will be evaluated on class attendance and participation, progress on the instrument, one oral report, and a final paper on assigned reading.

BIBLIOGRAPHY: Axelrod, Heifetz; Boyden, History of Violin Playing; Campbell, The Great Violinists; Cremer, Physics of the Violin; Fairfield, Known Violin Makers; Gallwey, The Inner Game of Tennis; Grindea, Tenons in Performance of Music; Herrigel, Zen in the Art of Archery; Lochner, Kreisler; McCluggage, The Centered Skier; Schwartz, Great Masters of the Violin; Sheppard/Alexrod, Paganini.
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required.
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: Approximately \$18.00 for violin rental.
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon T-F, E-228

656314 Music 314
THE MULTI-MEDIA ENSEMBLE
4 semester hours
G. Youtz

Calling all poets, dancers, musicians, artists, actors and otherwise imaginative spirits! Join us in a unique performing ensemble experience as we combine our talents in the creation and production of several original multi-media performance pieces.

We will discuss and draw inspiration from such diverse sources as the Homeric epics of ancient Greece, the community ritual dance songs of various global cultures, the music-videos of contemporary Western popular music and the latest performance-art productions of the New York avant-garde.

Taking as our basic material several myths and legends from oral traditions around the world, we will improvise, exploring different ways of combining words, music, movement, costumes and masks, puppets, visual art etc...in the expressive telling of a tale.

Our final productions will be performed by the ensemble members in a public "concert" at the end of the term.

Previous experience in a given medium is certainly encouraged but not required. If you are feeling imaginative and just a little bit daring, come and join us in the Multi-Media Ensemble.

BIBLIOGRAPHY: Ruth Finnegan (ed.), Oral Poetry; Charles Doria, Harris Lenowitz (ed.), Origins.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, Eastvold Stage

656 Music 318
INTENSIVE STUDY AND PERFORMANCE OF CHORAL REPERTOIRE
4 semester hours
R. Sparks

Repertoire from five centuries using five different languages will be given intensive study culminating in a tour of the Eastern and Mid-western United States. There will also be cultural opportunities in New York City during the tour, including an opportunity to hear either a New York Philharmonic concert, Metropolitan Opera production, or Broadway play or musical.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Open to members of the Choir of the West and selected instrumentalists.

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

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

COST IN ADDITION TO TUITION: \$800.00

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 9:00 a.m.-4:00 p.m. daily, X-201

656319 Music 319
INTENSIVE STUDY AND PERFORMANCE IN CHORAL/INSTRUMENTAL MUSIC
4 semester hours
E. Hammic

This course is an intensive study and performance of choral and choral/instrumental literature. It is open to students who are members of the University Chorale and selected instrumentalists. The first two weeks of the the Interim, Monday-Friday 9:00 a.m.-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 those works during the last two weeks of the Interim in churches and schools in Washington, Idaho, Montana and North Dakota.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Restricted to members of University Chorale and selected instrumentalists.

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

COST IN ADDITION TO TUITION: \$150.00

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 50

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

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.



Nursing

664302 Nursing 302
ELECTROCARDIOGRAPHY
2 semester hours
S. Shumaker

This course introduces the basic concepts of electrocardiography and identifies cardiac rhythms and arrhythmias. The concepts of 12 Lead ECG interpretation will be introduced including determining axis, chamber enlargement, strain and infarction. In addition to learning the concepts of interpretation and practice, content will also incorporate the clinical situations, precipitating factors and anticipated interventions with each arrhythmia covered.

Using lecture, visual aids and a multiple of practice rhythm strips (workbook) the students will participate actively in the interpretation of cardiac rhythm strips and 12 Lead ECG's (Electrocardiograms).

Student assignments will include attendance, participation in class and completing workbooks and practice rhythm strips. Grading will be based on the workbook and a final exam.

BIBLIOGRAPHY: D. Dubin, Rapid Interpretation of EKG's and Arrhythmia workbook (required); M.B. Conover, & C.V. Mosby, Understanding Electrocardiography (optional).

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Biology 205 and 206

COURSE LEVEL: This course is designed for majors such as Nursing, Pre-Med, Physical Education or Advanced Students who have an anatomy and physiology background.

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

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 9:30 a.m.-12:30 p.m. MW, R-202

698307 Nursing 307
CULTURE AND HEALTH—FOCUS ON THE PACIFIC BASIN
(See off-campus listing)

664308 Nursing 308
MEETING THE CHALLENGES OF AN AGING POPULATION
2 semester hours
E. Conrbe

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

This 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 will also participate in a two hour practicum. 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: 10

MEETING TIME AND PLACE: 1:00-3:00 p.m. MW, clinical day on Friday with times to be arranged, R-201

664312 Nursing 312
PERIOPERATIVE NURSING
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 they relate 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 experiences. They will be scheduled eight hours per week-day in the operating room with selected experiences in "scrubbing" and "circulating," in post-anesthesia recovery area, and in out-patient ambulatory surgery.

Students will be evaluated by written work and clinical performance.

BIBLIOGRAPHY: Linda K. Groah, Operating Room Nursing: The Perioperative Role.

REQUIREMENT FILLED: Interim

RESTRICTION OR PREREQUISITES: The student must have completed Nursing 354 and 394.

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

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Transportation, meals, text

MAXIMUM ENROLLMENT: 10

MEETING TIME AND PLACE: First meeting January 6, 1:00-3:00 p.m., R-203

664315 Nursing 315
THE HISTORY OF NURSING
2 semester hours
A. Hirsch

This course will provide the student with an overview of the history of the nursing profession. A clear idea of where nursing has been provides us with insights about current and recurrent problems and issues for the profession. The development of nursing will be discussed from Ancient Greece and Rome, through Medieval times, to the Nightingale Era and on to the 20th Century.

The format of the class will include lectures, discussions, audiovisual materials, and oral presentations. Students will write a paper on a topic of their choice and present the topic to the class. The paper will comprise 80% and the presentation 20% of their grade.

BIBLIOGRAPHY: P.A. Kalisch and B.J. Kalisch, The Advance of American Nursing.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 3:00-5:00 p.m. WWR, R-204

698316 Nursing 316
VISIONS OF THE SOUTH PACIFIC: A TRANSCULTURAL TOUR OF SAMOA AND NEW ZEALAND
(See off-campus listing)

664317 Nursing 317
BEYOND THE BACKRUB
1 semester hour
M. Carpenter

This experiential course in basic massage is designed for nurses to use in the hospital, extended care facility, or home. The content will include principles, movements, demonstration, and application of massage techniques. This course is open to nursing and pre-nursing students who have completed the course in anatomy and physiology. Daily attendance and participation are required for a passing grade. Students must provide their own massage oil and sheets.

BIBLIOGRAPHY: Ashley Montagu, Touching--The Human Significance of Skin.

REQUIREMENT FILLED: Interim

RESTRICTION OR PREREQUISITES: This course is open to nursing and pre-nursing students who have completed the course in anatomy and physiology.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 10

MEETING TIME AND PLACE: 6:00-7:30 p.m. M-R, R-201

698318 Health/Nursing 318
I AM SPECIAL, I AM WOMAN, I AM ME.
(See interdepartmental listing)

664319 Nursing 319
GOOD HEALTH FOR ALL BY THE YEAR 2000?
2 semester hours
S. Shumaker, J. Herman-Bertsch

Will good health be possible for all by the year 2000? Come explore with us advances in the health care system and its availability to all people of the world. The course will include topics ranging from advances in diagnostic procedures, life support systems and health costs.

Discussion will include the ethical, legal and economic concerns raised by organ transplants, test tube babies and prolonged life support. This course will explore the emotional impact of health systems on individuals, families and health care providers. To examine these health issues, students will participate in such learning experiences a panel discussions, field trips, AV materials, debates and lecture presentations.

Student assignments will range from assigned readings, class participation, one final paper and a five minute class presentation summarizing the primary objective of the paper written. Grades will be based on class participation and final paper submitted.

BIBLIOGRAPHY: Majority of readings will come from recent periodicals; examples include Marilyn Ferguson, "Healing Ourselves," The Aquarian Conspiracy, Los Angeles: J.P. Tarcher, Inc., 1980. 241-277. Joann Rodgers, "Life on the Cutting Edge," Psychology Today, Oct. 84:58-67.

REQUIREMENT FILLED: Interim

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

COST IN ADDITION TO TUITION: Individual costs for transportation to and from the field trip areas--all located within the Tacoma-Pierce County area.

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, IN-116

Philosophy

666101 Philosophy 101
PHILOSOPHICAL ISSUES: THE MEANING OF LIFE AND THE MEANING OF DEATH
4 semester hours
C. Simon

You and I and everyone we know will die. Is death an end or a transition? What does philosophy have to say about the possibility of immortality? If we "die dead," does that make life pointless? Or is it the sense of having only a limited amount of time that makes each moment precious?

In any case, is there a meaning to life? Some have thought this the most important philosophical question. Others have doubted that the question even makes sense, while still others have questioned philosophy's competence to answer it. What does the question mean? How can philosophy help us answer it? How does belief in God relate to a rational belief in life's purpose? How does personal and ethical choice relate to life's meaning? When has someone "wasted his life" and how can we keep from wasting ours?

We will see what Plato, Aristotle, Tolstoy, Huxley, Niebuhr, Russell, and Camus, as well as contemporary philosophers, have to say about these important questions. Students will write two short papers and an essay exam. Grades will be influenced favorably by quality contributions to class discussion.

BIBLIOGRAPHY: Plato, Phaedo; John Perry, A Dialogue on Personal Identity and Immortality; E.D. Klemke, The Meaning of Life.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, HA-204B

666125 Philosophy 125
MORAL PHILOSOPHY AND REPRODUCTION: MAKING LOVE, GIVING BIRTH, PLAYING GOD
4 semester hours
P. Menzel

In reproducing ourselves, we raise some of the most interesting and controversial questions for human choice. What are sexual relationships properly for? May we use abortion to interrupt a pregnancy? If so, when, and when not? When a prospective child has a very high risk of being born with a serious birth defect, are we obligated to abort it, or not to conceive it? Should parents be allowed to pre-ordain the sex of a child? What about "test-tube babies" or using surrogate mothers for otherwise infertile couples? When may we let very seriously defective infants die?

This course will deal with a wide range of exciting and disturbing questions concerning sexual morality, abortion, genetic counseling, new reproductive technologies, and newborn care. Through these questions the course will introduce students to basic philosophies of moral decision-making and conceptual distinctions about it. Readings will range from major figures in the history of ethical thought, to contemporary philosophical analysis, to highly specific case discussions. Active class participation will be expected, and one short paper, one longer paper, and a take-home essay exam will be required.

BIBLIOGRAPHY: Michael Bayles, Reproductive Ethics; W. Walters and Peter Singer (eds.), Test-Tube Babies; O. O'Neill and W. Ruddick (eds.), Having Children: Philosophical and Legal Reflections on Parenthood; E. Albert, Great Traditions in Ethics.

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, HA-216

666302 Philosophy 302

SLEUTHING

4 semester hours

J. Nordby

Crime is common. Logic is rare. Therefore it is upon the logic rather than upon the crime that you should dwell.

- Sherlock Holmes in

"The Adventure of the Copper
Beches"

What kinds of reasoning do successful sleuths like Sherlock Holmes use, and how does this reasoning help solve mysteries? Is this sleuthing simply a cheap trick used in detective fiction, or can it apply to real mysteries? To answer these questions, we meet, in books and films, internationally famous detectives like Sherlock Holmes, Hercule Poirot, Jane Marples, Phillip Marlowe and Charlie Chan (as well as some that are not so famous). We examine their sleuthing methods and learn to evaluate their reasoning by learning about deduction, induction and abduction. Students watch and discuss films, read detective fiction, and write short exercises identifying and evaluating each case's solution.

BIBLIOGRAPHY: John Buchanan, The 39 Steps; Raymond Chandler, Farewell My Lovely; Conan Doyle, The Complete Sherlock Holmes, Ellery Queen, The French Powder Mystery; Robert Van Gulik, The Chinese Bell Murders.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$15.00 film fee

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 8:30-11:30 a.m. daily, HA-202

698305 Biology/Philosophy/Religion 305

REVERENCE FOR LIFE

(See interdepartmental listing)

666309 Philosophy 309

REAPPRAISING THE RIFT BETWEEN SCIENCE AND RELIGION

4 semester hours

K. Cooper

"What has Jerusalem to do with Athens?" These days, that famous question from the third century may best be rephrased, "What has science to do with religion?" Even if faith is not quite, as the old line has it, believing what you know ain't so, aren't there obvious differences between the scientist and the believer concerning attitude, methodology, and confidence in results? And haven't the two disciplines engaged in continual and irresolvable warfare?

This course will reexamine those common conceptions of science and religion. We shall first gain a more accurate understanding of the historical relations between the two than offered by A.D. White's "warfare" model, focusing on Galileo's troubles with the Church. A sustained look at the recent controversy surrounding creation-science, and then at the issue of miracles, will help us to explore just how it is that science operates, what its limits and assumptions are, and in what ways (if at all) it can make pronouncements about religion. The course will conclude by considering proposals about how to integrate faith and reason so as to allow belief that is both religiously adequate and intellectually honest.

It is expected that students will read thoroughly, think carefully, and discuss wholeheartedly. Study questions will help guide students through the readings as well as prepare them for class discussions. Though there will be a short paper and a take-home essay exam, greater weight will be given to completion of the study questions and participation in discussion.

BIBLIOGRAPHY: D. Lindberg and R. Numbers, God and Nature: Historical Essays on The Encounter Between Christianity and Science; V. J. Mannoia, What is Science?; P. Kitcher, Abusing Science: The Case Against Creationism; D. Young, Christianity and the Age of the Earth; N. Geisler, Miracles and Modern Thought; C. Hummel, The Galilee Connection.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:00-10:30 a.m. daily, HA-204B

666338 Philosophy 338

KIERKEGAARD AND THE WORLDLY PHILOSOPHERS—A CHRISTIAN INTERPRETATION OF LIFE IN A SECULAR AGE

4 semester hours

G. Artaugh

The twentieth century has witnessed a host of thinkers and ideas hostile to religion. Anthropologists like Margaret Mead denied all objectivity to human values. Psychoanalysts like Sigmund Freud argued that religion is a form of juvenile dependence. Sociobiologists like Edward Wilson found the sources of even moral and religious behavior in evolutionary adaptation. Positivist philosophers denied the possibility of speaking meaningfully about religious experience, and existential writers declared the very absurdity of existence.

Two nineteenth century thinkers, Friedrich Nietzsche and Soren Kierkegaard, anticipated much of this attack. Nietzsche, however, celebrated the coming of a new worldliness, proclaiming that God is dead and that Christian values are corrupt, while Kierkegaard discovered new existential significance in faith and came to be widely regarded as "the greatest religious thinker of the nineteenth century."

In this course we will explore rather briefly key themes of the secularists, and in more depth the religious and existential thought of Kierkegaard. The class will be kept to a moderate size so that we can discuss readings and papers together in seminar fashion. Students will be responsible for two reading quizzes, participation in discussions, and a paper and presentation on one thinker, selection or central theme.

BIBLIOGRAPHY: Robert Bretall, A Kierkegaard Anthology; R.J. Hollingdale, A Nietzsche Reader; Rollo May, Existential Psychology; A variety of brief handouts and library materials.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.-12:30 p.m. daily, HA-204A

Physical Education

668100 Physical Education 100

PERSONALIZED FITNESS PROGRAM

1 semester hour

Staff

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, O-Field House

668204 Physical Education 204

BOWLING
1 semester hour
Staff

COST IN ADDITION TO TUITION: \$20.00

MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: Sec. A - 8:00-9:15 a.m. daily; Sec. B - 9:30-10:45 a.m. daily, University Center

668208 Physical Education 208

SKIING
1 semester hour
Staff

COST IN ADDITION TO TUITION: Non-refundable \$60.00 course fee plus lift fees. Students must provide own equipment.

MAXIMUM ENROLLMENT: 150
MEETING TIME AND PLACE: Lecture meetings: Mondays, January 6, 13, 20, 27 at 7:00-9:00 p.m., HA-101, Six slope sessions: January 8, 9, 15, 16, 22, 23 from 12:30-10:00 p.m.

668210 Physical Education 210

SLIMNASTICS
1 semester hour
Staff

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

668225 Physical Education 225

CO-ED VOLLEYBALL
1 semester hour
Staff

MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 7:15-8:45 a.m. M-R, O-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, Fitness Center

668304 Physical Education 304

CONCEPTS AND SKILLS—FITNESS AND WELLNESS
4 semester hours
M. Kluge

This course is designed to help students develop an understanding of concepts and skills which will enable them to select a healthier lifestyle. It will introduce the concepts of "fitness and wellness" in ways that can be applied practically and directly to daily life. The course provides background study, observation, and/or supervised teaching which will expose students to fitness/wellness programming strategies for home, business, corporations, and communities. A laboratory will supplement class lectures by providing hands-on experience in implementing fitness training programs. Evaluation will be based on a daily log of activities, student projects, and laboratory activities.

BIBLIOGRAPHY: Corbin & Lindsey, Concepts of Physical Fitness with Laboratories; Williams, Lifetime Physical Fitness—A Personal Choice.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon, plus one hour/day arranged daily, O-103

698306 Physical Education 306

"THE EXPEDITION EXPERIENCE"
(See off-campus listing)

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 Psyching.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

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

668310 Physical Education 310

DANCE TECHNIQUE & CHOREOGRAPHY
4 semester hours
K. Scherwood

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, performance events, and character analysis observations. There may be two additional charges (optional) for 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

COST IN ADDITION TO TUITION: Possible admission fee to performance event.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 6:00-8:30 p.m. M-R, and 3:30-6:00 p.m. Friday, EC-Gym

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 the possible harmful effects of such ingesta. Lectures, films, and guest speakers will consider food supplements, nutritional requirements, pre-event nutrition, weight control, use of water, drugs, oxygen, sugar, blood doping, and other ergogenic aids. Students will do a presentation.

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:30 a.m.-12:00 noon daily, O-104

670311 Health Education 311
FAMILY CENTERED CHILDBIRTH
4 semester hours
P. Hoeth

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, and 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: A Handbook for the Childbirth Education Association of Tacoma, Toward a Better Beginning; other optional texts will be used.

REQUIREMENT FILLED: Interim

RESTRICTION 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: 35

MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, O-102

Physics & Engineering

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 and W. Hill, The Art of Electronics; F. Horowitz and I. Robinson, Laboratory Manual to accompany The Art of Electronics.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$20.00 for laboratory fees

MAXIMUM ENROLLMENT: 14

MEETING TIME AND PLACE: 1:00-5:00 p.m. daily, S-212

Political Science

698313 Economics/Political Science 313
SOLIDARITY—A VIEW FROM THE INSIDE
(See interdepartmental listing)

Psychology

698300 Psychology/Communication Arts/Education 300
THEORY AND PRACTICE OF LEADERSHIP AND GROUP BEHAVIOR
(See interdepartmental listing)

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

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, films, 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; T. Szasz, Ideology and Insanity.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 60
MEETING TIME AND PLACE: 4:00-7:30 p.m. M-R, HA-213

Religion

698305 Biolog /Philosophy/Religion 305
REVERENCE FOR LIFE
(See interdepartmental listing)

680314 Religion 314
A DREAM DEFERRED: MARTIN LUTHER KING, JR. AND MALCOLM X
4 semester hours
J. Brown

Martin Luther King, Jr. spoke of a dream in his speech in Washington in 1963. That dream has not become a reality. Other forces within the Black community rose up with another vision which also has been deferred. In this course we will examine writings of Dr. King and Malcolm X to discern what the dream is, how each was going to fulfill it and evaluate these ideas in context of the 1960's and in light of the realities of the 1980's. We will especially focus on the issues of nonviolence/violence and separatist/ integration. Students will be expected to do the assigned readings, actively participate in class discussions, participate in PUU's celebration of Martin Luther King's birthday and do a project (decided on by consultation with professor) which will aid in our evaluation of Dr. King and Malcolm X.

BIBLIOGRAPHY: Martin Luther King, Strength to Love; Stride Toward Freedom; Where Do We Go From Here: Chaos or Community?; Why We Can't Wait; Malcolm X, Autobiography of Malcolm X.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 8:00-11:00 a.m. daily, HA-223

698315 Chemistry/Religion 315
BECOMING HUMAN
(See off-campus listing)

680330 Religion 330
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 Biblical traditions about 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 "intertestamental" 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 most desirable.



Assignments will include assigned readings and papers; evaluation will be based on papers, readings, and class participation.

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

REQUIREMENT FILLED: GUR

RESTRICTION OR PREREQUISITES: A course in Biblical Literature (or its equivalent) or consent of instructor.

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-3:30 p.m. daily, HA-210

680390 Religion 390

STUDIES IN HISTORY OF RELIGIONS: BUDDHISM

4 semester hours

P. Ingram

Through daily attendance at daily lectures and class discussions, the writing of a journal, and two essay examinations, this course will engage you in a critical dialogue with the Buddhist tradition. Together, we shall explore the varieties of Buddhist teaching and practice in their Indian, Chinese, and Japanese forms. No previous knowledge of the Buddhist way is required.

BIBLIOGRAPHY: William Theodore de Bary (ed.), The Buddhist Tradition In India, China, and Japan; Marion L. Matics, Entering the Path of Enlightenment; Peter A. Pardue, Buddhism; Paul Tillich, Christianity and the Encounter with the World Religions; John Cobb, Beyond Dialogue.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 8:00-10:30 a.m. daily, HA-200



Sociology

686302 Sociology 302

WORDS OF POWER: A STUDY OF HYPNOTIC COMMUNICATION

4 semester hours

D. Oberholtzer

Some words catch your attention and change you; other words do not and change you. Such "words of power" affect your beliefs, your moods, your behaviors, and your relationships with others.

What is it about hypnosis that makes it transformative in these ways? Is hypnosis really a special form of interpersonal language or, as Bandler and Grinder suggest, is "all communication hypnosis?" If the second, then a course like this should be required reading. And if all communication—which includes more than talk, of course—is hypnosis, are some better at it than others? Indeed, are some so good at it we should fear them because they manipulate psychological processes outside our present awareness? Why are some courts distrustful of hypnosis, while therapists recently flock to it? Does hypnosis open doorways to untapped potential?

These are only several of the many questions a course like this raises. And on our way to an informed answer, we will turn first to the work of Milton Erickson, one of the premier clinical hypnotists of our day. By looking carefully at what he has done, we will begin to see the patterns of powerful hypnotic communication. But more important, we will begin to uncover hidden elements in the communication process and hidden factors in our own way of dealing with the world. Then, using the work of Richard Bandler and John Grinder, we will investigate other forms of communication which flow from Erickson's insights.

In doing all of this, we will pay careful attention to the course texts, listen to Erickson at work, raise questions in discussion, and experiment with (optional) exercises designed to acquaint us with hypnotic processes—processes which are surprisingly ordinary but awaken us to unconscious (but observable) elements in communication. Much of your work outside the class—in addition to your preparation for class discussion of the reading—will be focused upon researching and writing a course paper. The course is not designed to make you a professional hypnotist, although we will be focusing upon what professional hypnotists actually do. The grade will be based on the course paper and upon your class contributions. What is so intriguing about hypnosis is that it uncovers unconscious although quite influential processes that persistently affect our relationships with others and our knowledge of ourselves. Freedom and growth come in large part when what was unconscious becomes conscious.

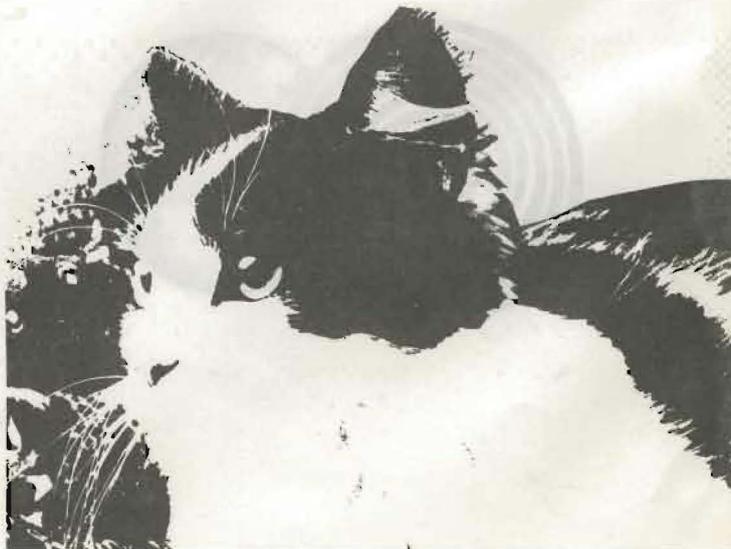
BIBLIOGRAPHY: Bandler and Grinder, Frogs into Princes: Patterns of the Hypnotic Techniques of Milton Erickson, M.D. (vol. 1); Trance-formations; Morris, Hypnosis for Friends and Lovers; Erickson, Rossi, and Rossi, Hypnotic Realities.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 12:30-3:30 p.m. daily, IN-122



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: Engels, Socialism, Utopian and Scientific; Lenin, The State and Revolution; Marx, Value, Price and Profit; Marx and Engels, The Communist Manifesto.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 1:00-3:30 p.m. daily, X-114

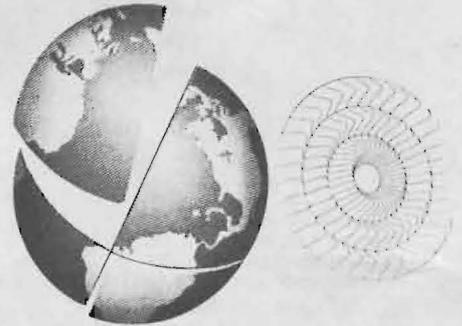
698319 Social Work 319
CENTRAL AMERICA UP CLOSE SEMINAR
(See off-campus listing)

Statistics

688231 Statistics 231
INTRODUCTORY STATISTICS
4 semester hours
R. Jensen

The course will cover descriptive statistics, including measures of central tendency and variation, and inferential statistics, which involves generalizing about populations from samples. Methods covered will include statistical estimation, simple linear regression and correlation analysis, and significance tests, including chi-square and analysis of variance.

BIBLIOGRAPHY: John E. Freund, Modern Elementary Statistics.
REQUIREMENT FILLED: Partial fulfillment of College of Arts and Sciences requirements.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 10:30 a.m.-1:00 p.m. and optional discussion section 2:00-3:00 p.m. daily, HA-211



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



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