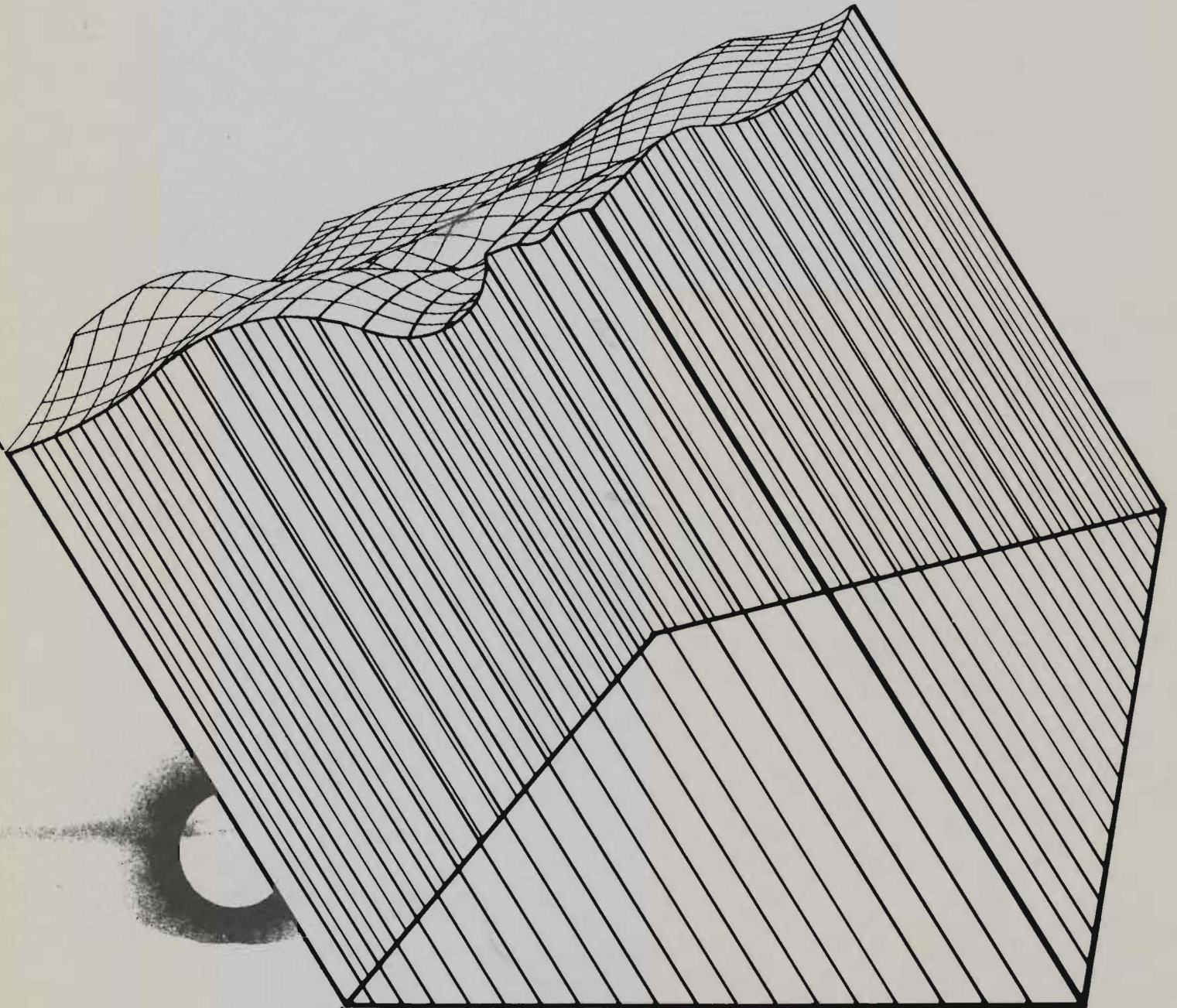


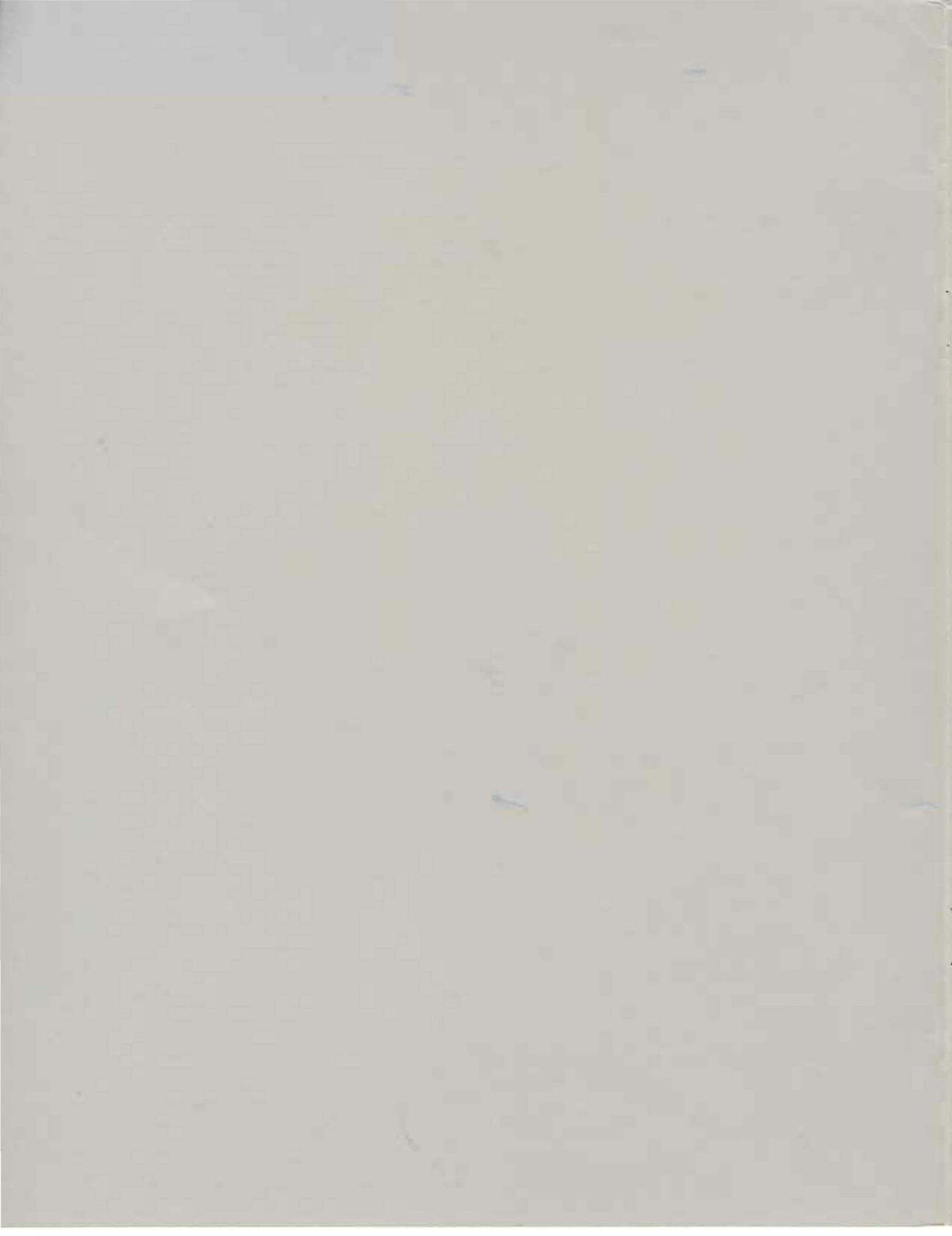
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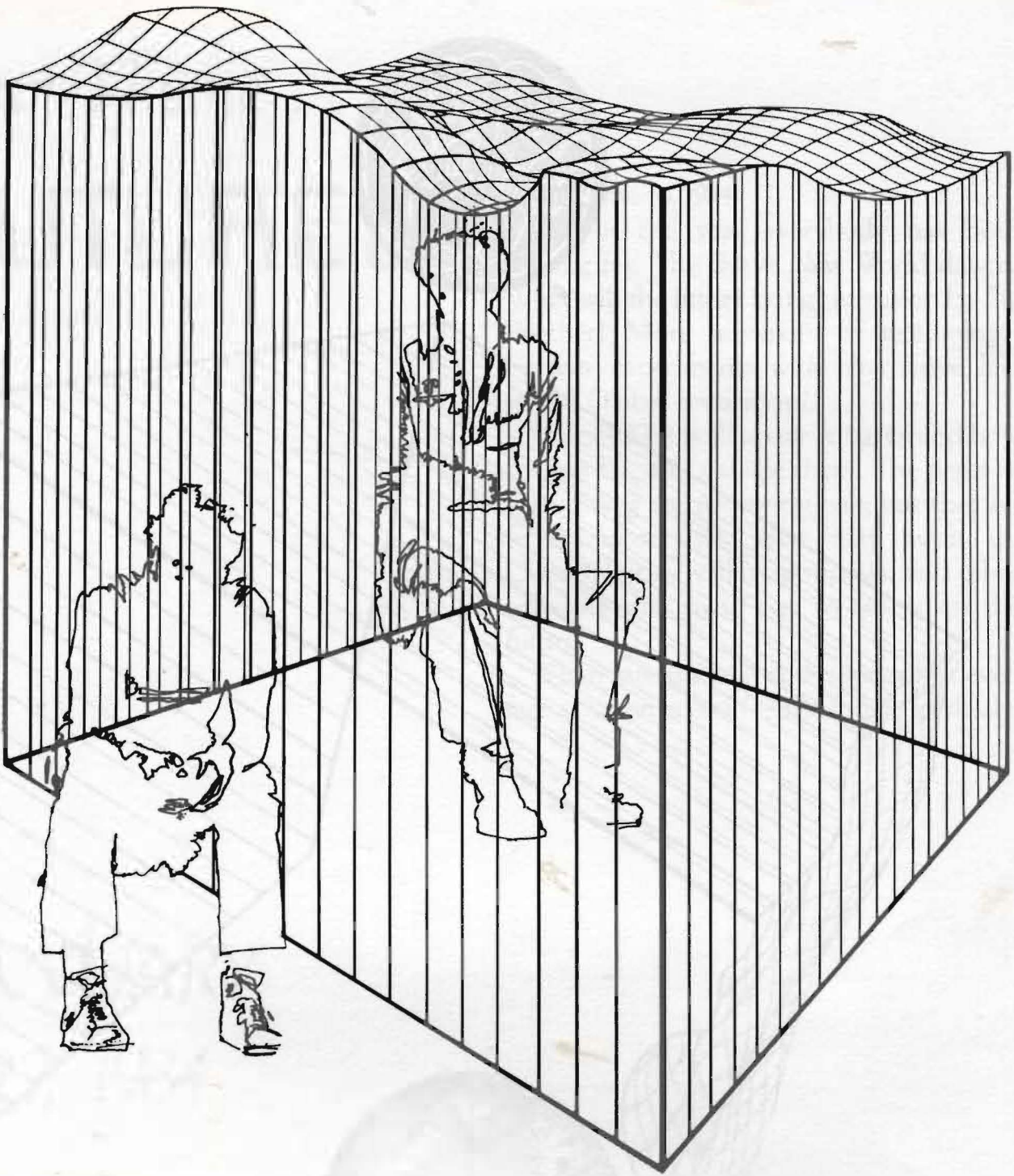
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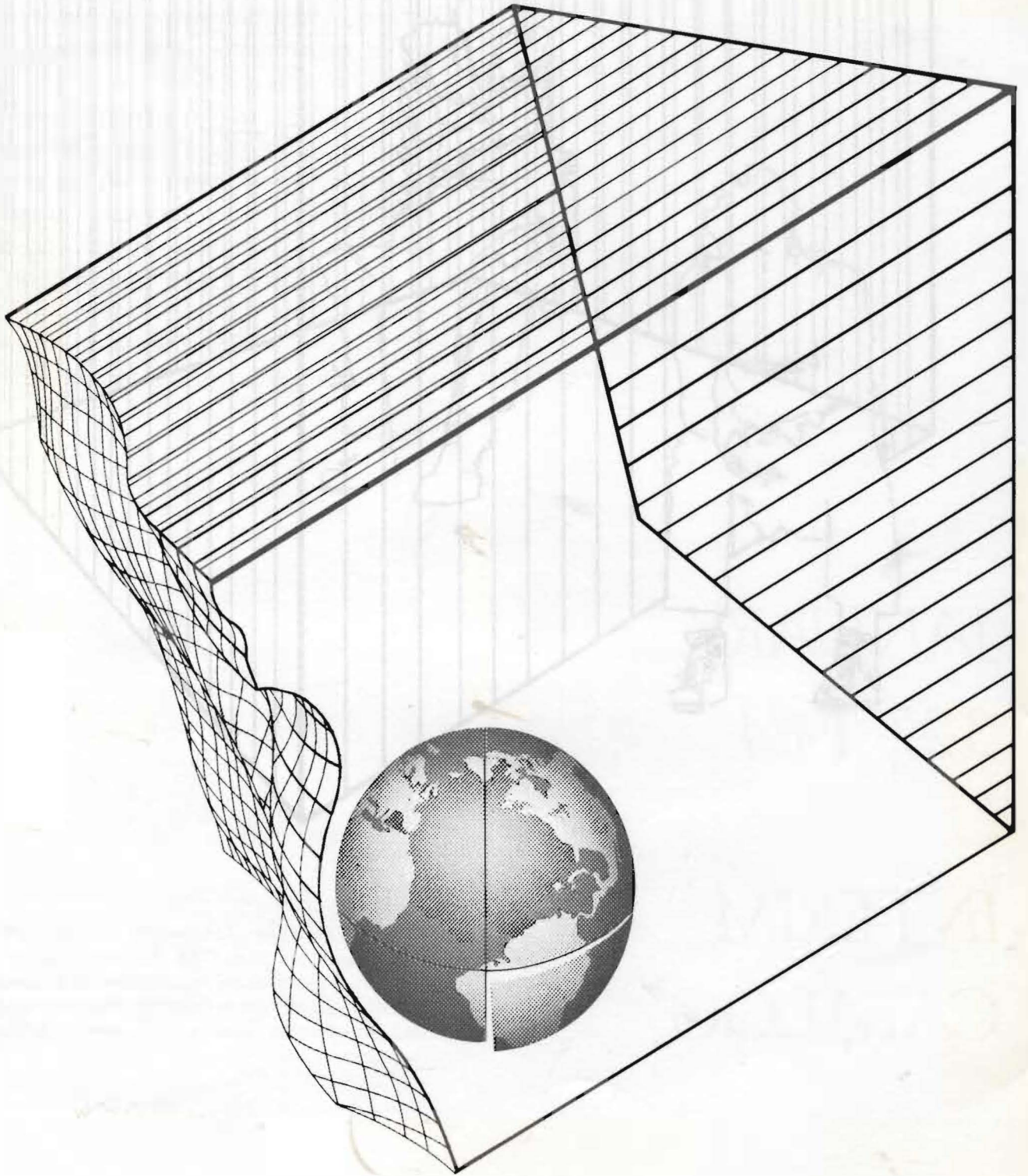
FUTURES

JANUARY 3-27, 1984









Our Theme . . .

FUTURES

Welcome to 1984!

This is the year everybody has been waiting for. The Brave New World dawns. What will the future bring? Intrusion by Big Brother? More advances in technology? Further experiments with alternative lifestyles? Global revolution?

Interim 1984 is all about **futures** and how to plan for, if not shape them. The pages of this catalog are no crystal ball, but they offer glimpses into what may await us. Classes, lectures, films, symposia, and other activities will invite you to reflect on the future.

When Interim '84 is done, you might even face your prospects for the future fearlessly!

JANUARY

3-27, 1984

INTERIM
CATALOG

Pacific Lutheran University is pleased to acknowledge that its 1983 Interim catalog was selected by the American Association for Innovation in Higher Education to receive the Association's first annual award for an outstanding Interim publication.

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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

THE INTERIM COMMITTEE

Kathleen Farner

Assistant Professor of Music

Greg Guldin

Assistant Professor of Anthropology

Marlis Hanson

Assistant Professor of Education

Jon Nordby

Assistant Professor of Philosophy

Norris Peterson

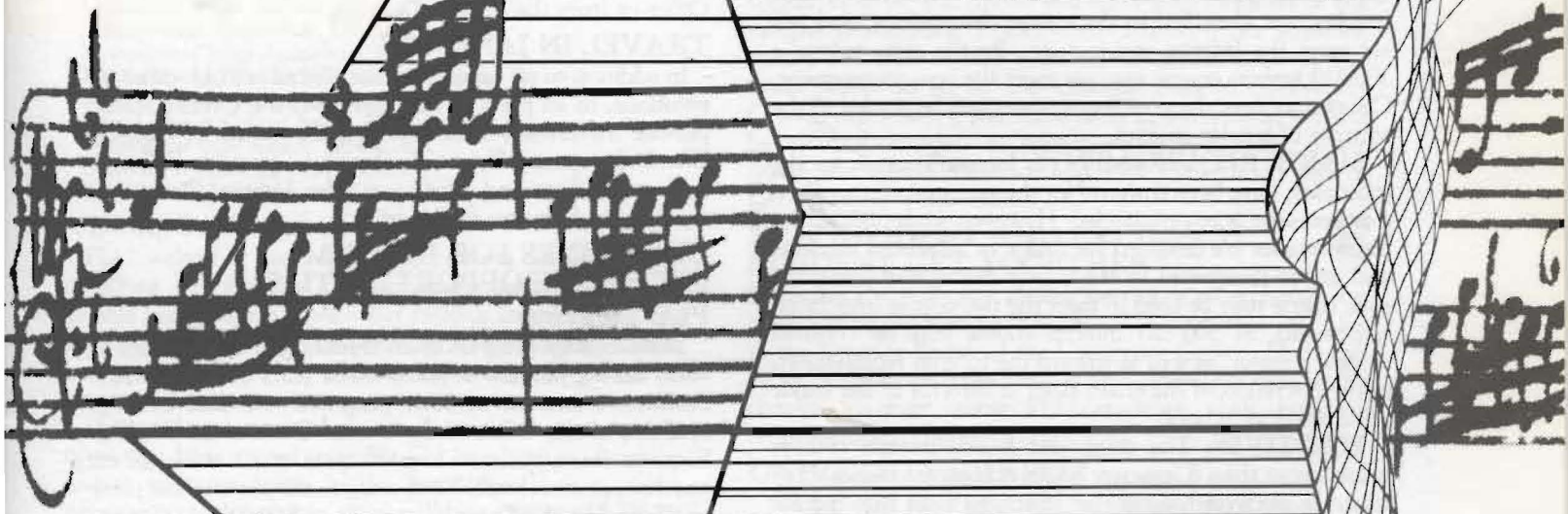
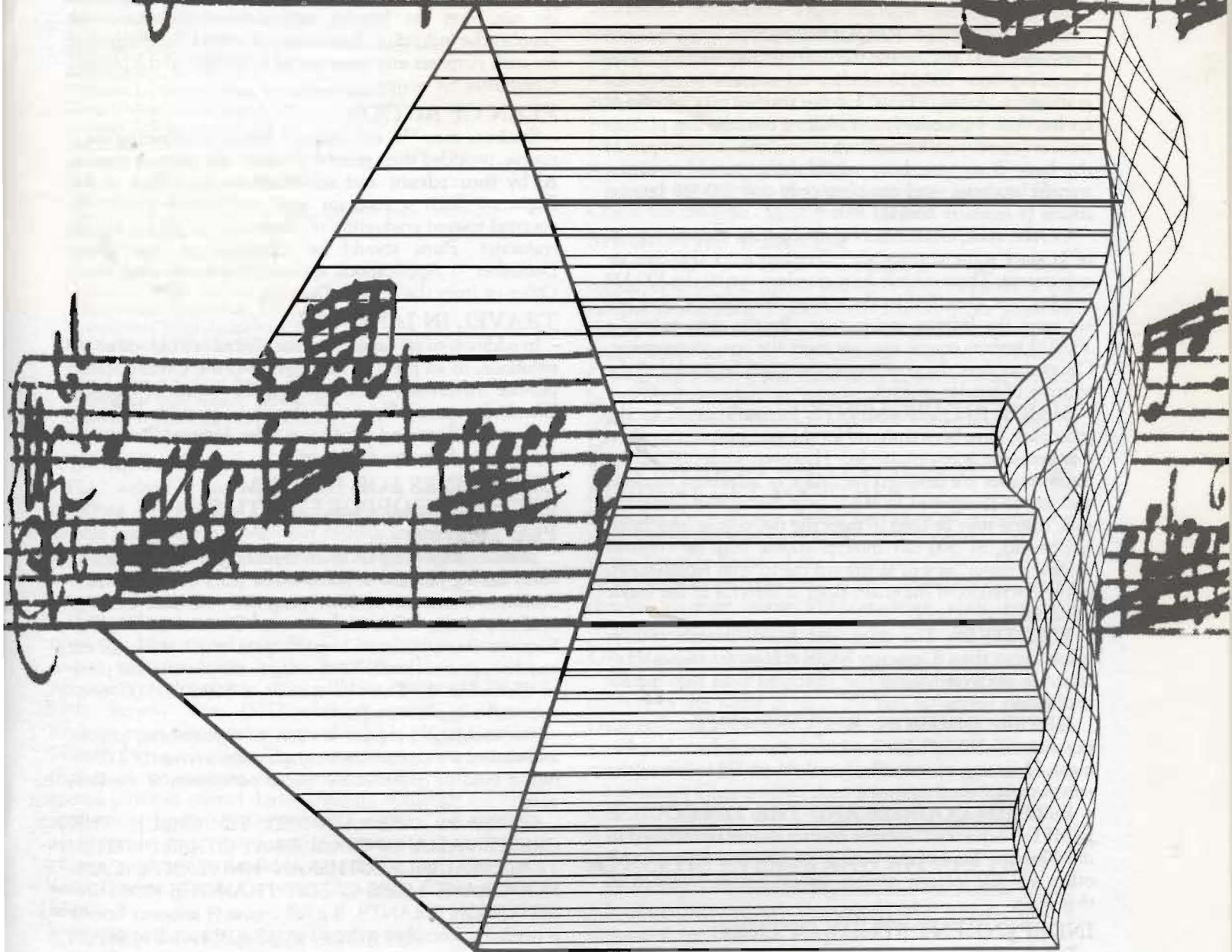
Assistant Professor of Economics

Sheri Tonn, Chair

Associate Professor of Chemistry

Patti Hoxie, Student

Judith Carr, Interim Director



INTERIM COURSES AND REQUIREMENTS

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

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

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

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

UPPER DIVISION REQUIREMENT: Courses number 300-320 will not meet the upper division requirement. However, courses numbered above 320 will meet the requirement.

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

INDEPENDENT STUDY OPTION

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

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

Procedure: The student completes a proposal on a form provided by the Interim Director (HA-102A). The proposal must then be approved by a supervising instructor and by the chair or director of the instructor's department or school. The student is responsible for submitting the proposal, with the instructor's and chair's signatures, to the Interim Director (BY NOVEMBER 1.) The Interim Committee will act on the proposal as soon as possible.

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

PLAN OF ACTION

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

TRAVEL IN JANUARY

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

GUIDELINES FOR INTERIM EXCHANGE OPPORTUNITIES

PLU Students:

The exchange program offers students the opportunity to study during January in many other parts of the country. Students interested in such programs will find catalogs available in the Office of the Interim Director (HA-102A). Requests for application to participate in an exchange on another campus should be directed to the same officer prior to December 1. There is usually a \$10.00-\$15.00 non-refundable application fee.

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

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

The Interim tuition fee will be paid by exchange students to the home institution (PLU students pay PLU). Board and room fees will be paid at the host institution according to its fee schedule.

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

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

Augsburg College, Minneapolis, MN
Augustana College, Sioux Falls, SD
Austin College, Sherman, TX
Bethany College, Lindsborg, KS
Bethel College, St. Paul, MN
California Lutheran College, Thousand Oaks, CA
Calvin College, Grand Rapids, MI
Carthage College, Kenosha, WI
Coe College, Cedar Rapids, IA
Dana College, Blair, NB
Denison University, Grandville, OH
Doane College, Crete, NB
Gustavus Adolphus College, St. Peter, MN
Hamlin University, St. Paul, MN
Hastings College, Hastings, NB
Luther College, Decorah, IA
Macalester College, St. Paul, MN
Menlo College, Menlo Park, CA
St. Andrews College, Laurinburg, NC
St. Olaf College, Northfield, MN
Sheldon Jackson College, Sitka, AK
Texas Lutheran College, Seguin, TX
University of Puget Sound, Tacoma, WA
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 \$708 for each 4-credit class (\$177/semester credit). Exchange students must also send a non-refundable \$10 application fee with their application. On-campus housing is required so that exchange students may participate fully in the many special activities offered during Interim. Although the final application deadline is December 1, students are urged to apply earlier since classes and dormitories tend to fill. Exchange applications should be sent to Dr. Judy Carr, Interim Director, Pacific Lutheran University, Tacoma, WA 98447.

STUDENT-INITIATED COURSES

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

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

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

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

ACTIVITIES & EVENTS

NON-CREDIT ENRICHMENT PROGRAM

During the Interim, students and faculty alike share their time, skills and knowledge with each other in a program of educational enrichment. There has been instruction and interest sharing in such varied areas as Swahili, sailing, back massage, Christian growth and evangelism, kite-making, job search techniques, bread baking, grass roots politics, and beledi (belly dancing). If you would like to contribute your time and talent or would like to make a special request for the scheduling of an event during Interim, please contact the Interim Director, HA-102A.

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

SHARE THE WEALTH

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

NEW STUDENT AND EXCHANGE STUDENT GET TOGETHER

If you are a new student during Interim or an exchange student, join us the evening of January 2 (Monday) at 7:00 p.m. in the Regency Room of the University Center. There will be an orientation to the campus and geographic area, and a chance to meet some PLU students while enjoying refreshments and entertainment.

UNIVERSITY CHAPEL

Chapel is a time set apart for hearing the Gospel proclaimed in the midst of daily life and for giving praise to God. A variety of services will be used including both traditional and contemporary liturgies. Brief meditations are frequently offered by the University Pastors or special guests.

University Chapel meets during Interim from 8:30 to 9:00 a.m. on Tuesdays and Thursdays in the Regency Room (University Center).

ATHLETIC EVENTS AND RECREATION

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

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

REGISTRATION

Continuing students
Registration appointment cards
will be mailed to each
continuing student. October 24-28

Changes in Registration After October 28
General Public Registration After October 28
Registration/Changes January 3-5

Class schedule will be confirmed at the time of registration.

SPECIAL PROCEDURES FOR OFF-CAMPUS COURSE REGISTRATION

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

EXPENSES

REGULAR FEES

Tuition—\$177 per semester hour.

4 semester hours \$708.00
Audit fee for 4-hour course \$177.00
Board \$ 95.00

(Students required by their academic course-work to be off campus for more than a week at a time will receive financial consideration for meals missed.)

Room \$ 95.00

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

For students who register early, before January 3, 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 3, 1984, the full payment for the Interim is due at the time of registration.

SPECIAL FEES

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

TUITION REFUND RATES

100% refund (less \$25.00) January 3-5
No refund After January 5

INSURANCE

The University makes available a voluntary insurance plan for all students, whether full or part-time. The plan covers illness or injury requiring treatment or surgery anywhere in the world and gives maximum coverage for a minimum premium. It may be purchased in the Business Office only during registration periods.

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

1. All foreign students.
2. All students participating in off-campus Interim courses or courses with field trips extending overnight.
3. All students enrolling in ski class, ski club, or other club sports.
4. All nursing students.
5. All PLU students attending school elsewhere as Interim exchange students.

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

DETAILS REGARDING COURSES

CREDIT AND COURSE LOAD

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

The maximum course load during the Interim is 1-1/4 courses (5 semester hours). Students should have the approval of the instructors of their 4-hour courses before enrolling in additional 1-hour courses. A student may not register for more than 5 semester hours unless given special permission by the Interim Director and by all instructors involved on a form provided by the Registrar's Office.

GRADING

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

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

COURSE NUMBERING

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

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

BUILDING SYMBOLS

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

LIBRARY HOURS

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

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.

698301 Chemistry/Religion 301
**PEACE STUDIES AT HOLDEN
 VILLAGE**

4 semester hours
 W. Giddings, R. Stivers

Holden Village is the 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 war and peace issues from scientific and religious perspectives. Students will consider the historical development of Christian attitudes toward war and peace, current expressions of Christian pacifist and realist perspectives, and the science and technology of nuclear, biological, and chemical warfare. Central to class discussions will be the ongoing Christian debate between pacifists and realists and the interplay of religious and scientific dimensions. Selected topics, such as draft resistance, the economic impacts of military expenditures, weapon sales, and deterrence will also be considered.

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 study war and peace issues but also be part of a caring and personal Christian community.

Evaluation will be based on class participation and a final essay examination.

BIBLIOGRAPHY: Langdon Gilkey, *Shantung Compound*; Jonathan Schell, *The Fate of the Earth*; Ronald Sider & Richard K. Taylor, *Nuclear Holocaust*, John Howard Yoder, *Politics of Jesus*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$375 plus transportation and one night's lodging to and from Holden Village.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20 (with 4 more spaces reserved for non-PLU students)

630301 English 301
**HAWAII: MYTHS AND
 REALITIES**

4 semester hours
 T.L. Elliott

This course will attempt to examine both aspects, i.e. myth and reality, of these subtropical islands, our fiftieth state, located far from any continent. The islands today present visitors with this constant contrast—the myth, beauty and simplicity of the past against the realities and problems of the latter part of the twentieth century. There is a vast amount of literature about the Islands. The University of Hawaii Library in its Hawaiian Collection contains over twenty thousand bound volumes. It will be possible, obviously, to cover only a very small part of this literature.

The first half of the course, approximately two weeks, will be spent at Pacific Lutheran University reading and discussing books, articles, and films about the Islands. Such books as Gavan Daws, *Shoal of Time*, Mark Twain's *Letters from Hawaii*, *Travels in Hawaii*, by Robert Louis Stevenson and various novels by O.A. Bushnell, Hawaii's most famous novelist born in the Islands, will be read.

The second half of the course, about two weeks, will be spent at Camp Kailani, a Methodist Church Camp, located at Kailua on Oahu about thirty minutes from downtown Honolulu. The camp has well developed facilities including dormitories, an eating lodge, classroom space, recreational facilities and is located on a fine sandy beach. We will hold regular morning classes here with several visiting lecturers from the University of Hawaii and Kauai Community College. Our field trips will cover visits to the Bishop Museum, Hawaii Mission Society, Old Honolulu, Chinatown, University of Hawaii, Pearl Harbor, and a church tour including Buddhist and Shinto Temples.

Each student will be expected to read the basic text, *Shoal of Time*, plus two other books on Hawaii. There will be short textual quizzes on the reading material plus some assigned oral reports by each student.

BIBLIOGRAPHY: Gavan Daws, *Shoal Of Time*; Samuel Clemens, *Mark Twain's Letters From Hawaii*; Robert Louis Stevenson, *Travels In Hawaii*; Richard Rapson, *Fairly Lucky You Live Hawaii*; O.A. Bushnell, *The Return of Lono, Molokai, Ka'a'awa, And Others*; James Michener, *Hawaii*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: around \$725, depending on air fare changes, and based on a minimum of 25 students. Includes transportation, board, room, field trip fees etc., in Hawaii for two weeks.

MEETING TIME AND PLACE: 2:00-4:00 p.m. daily, EC-13 (for the first two weeks only)

698308 Engl/German 305
A GRAND TOUR OF EUROPE
4 semester hours
C. Bergman, P. Webster

Imagine yourself two hundred years ago, the oldest child of a good merchant family in Germany. Your upbringing has been solid—a private academy, a good education, even music instruction. A few semesters at the university even taught you to drink wine without serious consequences. But the crown of your education is to come—a tour to the warmth of the Mediterranean. Your parents traveled to the south and still talk of it—the Imperial Court at Vienna, the canals of Venice, the *Palazzo vecchio* of Florence, the churches and fountains of Rome. And the sun.

So you are encouraged to go directly south, leaving the Northern winter behind. For our Interim course, we will follow the route of a typical grand tour from the eighteenth or nineteenth centuries, the way many young Germans might have completed their education by absorbing the culture of Europe.

Heading ultimately for Rome, a German student from, say, Frankfurt would have taken the opportunity to see the great cities and the great art along the way. So will we. Leaving Frankfurt, we will stop in Protestant Nuremberg to see the walled city with its museums and cathedrals in the medieval, Gothic style. Still heading south, we will visit Munich, then a small city, but now a major commercial and cultural center, *eine Weltstadt mit Herz* ("a metropolis with a heart"). Arriving in Austria, we will linger in Vienna, seat of the old Holy Roman Empire, where we can visit the great art museum, call at various palaces, sample the incredible musical life, and eat pastries at the famous coffee houses.

In Italy, the first stop will be Venice. Many will wish to visit the famous Venetian glass factories and buy hand-blown glass. Others will want to walk the canals, looking for churches with the art of Titian or Tintoretto. Everyone will want to sit in the beautiful *Piazza San Marco*, admiring the Byzantine cathedral and sipping *capuccino*. After day stops in charming Italian towns like Ravenna and Urbino, we will travel to Florence, the flower of Europe and cradle of the Renaissance. The energetic dome of the cathedral, tiled in red, crowns the skyline. Florence is Michelangelo's city, the home of his noble "David", as well as more great art than we will be able to see in our stay. From Florence it is just a short trip through central Italy to Rome, the culmination of any tour of Europe, past or present, the eternal city of Popes and Caesars. In addition to visiting the Vatican, with Michelangelo's *Pieta*, and visiting the Roman *Colosseum*, we will also visit the district of fashion and wealth in Rome near the Spanish steps.

These are the highlights of the tour. We will also take short excursions to such places as Wurzburg, Salzburg, Sienna and Assisi. Our days will be full, but students will have many afternoons and evenings to explore Europe on their own. A journal and a short presentation will be required of all students.

BIBLIOGRAPHY: William Fleming, *Arts and Ideas*
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required.
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: Approximately \$1,950.00. Includes roundtrip airfare, hotels, 2 meals per day, tips and transportation to and from hotels.
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00-11:00 a.m. daily, EC-16 (first three days only)

656301 Music 301
**A CULTURAL TOUR OF
NEW YORK CITY**
4 semester hours
C. Knapp

The first two weeks of this course will prepare students on campus for a series of concerts, operas, plays and art museum exhibits that they will attend in New York City for a week to ten days during Interim.

Musical works will be studied in depth through recordings, live performances and lectures during the first part of Interim. The Broadway play(s) and particularly exhibits to be seen at the Metropolitan Art Museum, the Cloisters, Guggenheim Museum, museum of Modern Art and other museums will also be studied. Students will compile a notebook on readings and specific areas of study.

All this will prepare the students for a meaningful experience in the fine arts in New York City. The students will stay at the Empire Hotel, located across from Lincoln Center. Lincoln Center houses the Metropolitan Opera Company, New York State Opera Company, Philharmonic Hall, Lincoln Center Playhouse, the Juilliard School, Lincoln Center Library, plus smaller recital Halls.

The schedule will include attendance at concerts and operas at the Philharmonic Hall Metropolitan Opera and Broadway plays. Visits to the major art galleries are on the agenda. The schedule will include some free time for individual sightseeing and browsing.

Student performers who wish to take a lesson from a master teacher at the Juilliard School or elsewhere in New York City should contact Dr. Knapp well in advance so that the arrangements can be made.

Tentative costs include tickets for the attendance of performances of ten Broadway plays, two or three Metropolitan operas, and two ballets, plus lectures at the Cloisters and the Metropolitan Museum of Art.

Grading will be on the basis of class attendance and participation and completion of reading assignments before the trip.

BIBLIOGRAPHY: *New York On Twenty Dollars A Day*
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: Approximately \$990, including air fare, hotel, tickets to performances (does not include food or subway and bus fares).
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 8:00-11:00 a.m. daily, E-122 (for the first week only)

608302 Business Administration 302
BUSINESS IN EUROPE, 1984

4 semester hours

J. Ramaglia

This tour is designed to acquaint students with (1) issues in international business, (2) the richness and diversity of European cultures, and (3) the attempts by the Common Market to integrate this region. Students will visit several European countries. They will participate in seminars and tours at a variety of companies and governmental organizations. These meetings will focus on such issues as the European approach to corporate social responsibility, managing foreign currencies, operating under diverse legal and political systems, Common Market attempts to legislate international accounting standards, etc. Students will be required to submit a journal describing and synthesizing their European experience.

BIBLIOGRAPHY: E. Kolde, *International Business Enterprise*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Sophomores and above. Introductory accounting or introductory economics.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$1575 includes airfare, railroad fare, hotels, and food allowance.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 35

668306 Physical Education 306
THE EXPEDITION EXPERIENCE

4 semester hours

D. Ryan

"The Expedition Experience" is an interdisciplinary course designed to combine physical education and outdoor skills while pursuing academic research. The participants will organize and carry out their own research-oriented "expedition" of 7-10 days duration. Location, itinerary, and goal setting will be decided upon during the first week of Interim. Students will prepare physically, logistically and academically for the accomplishment of their decided goals.

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

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

BIBLIOGRAPHY: G. Fear, *Surviving the Unexpected Wilderness Emergency*; Bernard Shanks, *Wilderness Survival*; H. Snyder, *In the Hall of the Mountain King*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$30 per student to cover transportation costs and group equipment and incidental expenses. Students must provide their own personal backpacking gear including sleeping bag, backpack, warm wool clothes, and gait gear.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, X-203

640310 French 310
**CHATEAU LIFE AND
COMMON FOLK IN
RENAISSANCE FRANCE**

4 semester hours

R. Brown

Stately chateaux, refined music and poetry, courtly intrigues, bustling towns. Hunger, plague, whisperings of popes with mistresses, vicious confrontations between Calvinists and Catholics. These two sides of 16th-century France comprise the compelling and little-known story of her emergence into a modern, cohesive state.

Participants in this course will become acquainted with the daily life, the arts, the politics, and the religious struggles of nobles, peasants, and merchants alike. After four introductory sessions on the PLU campus, the group will travel to a small chateau in the Loire Valley. Tours of royal homes such as Chambord, Chenonceau, Azay-le-Rideau will be complemented by discussions with representatives from local historical societies, dedicated to the preservation of a quickly-vanishing culture. Chats with local farmers who still perfect their own wines and herbed cheeses will also be on our agenda.

The third week will then bring us by train to quaint towns such as La Rochelle, Angers and Saumur. While supping on regional foods in the homes of local inhabitants, we will consider the distinctive roles which each of these towns played in the Wars of Religion. Finally, we will wind our way out of the countryside and to Paris, passing by the immortal cathedral of Chartres. Visits to Renaissance marvels such as Fontainebleau will help spark an imaginary reconstruction of the capital city when it was four hundred years younger. Time will also be spared for personal touring and shopping.

Evaluation will be based largely upon the quality of participation in daily discussions and the thoroughness of a travel log reflecting reading and visits. French majors may seek independent study credit for this course.

BIBLIOGRAPHY: G.A. Rothrock, *The Huguenots: A Biography of a Minority*; Natalie Davis, *Society and Culture in Early Modern France*; Montaigne, *Essays*; Selected poems of Du Bellay and d'Aubigny.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required. Priority will be given to students who have successfully completed 3 semesters of French, or equivalent.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$1,850

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, EC-15, (January 3-6 only)

698314 Biology/Earth Science 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 impacted; 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 (22 days), will be spent on the Island of Hawaii. Hawaii, the youngest of the chain, is still growing. Kilauea, the most active volcano in the world, has been active during 1983. 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 three days (January 5-8), 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, the Hanauma Beach State and corals 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, with lodging in cabins at Hapuna Beach State Park. Additional trips will be taken to windward beaches near Hilo from Volcanoes.

Students will need to provide sleeping bags and personal items, along with rain gear and jackets as nights can be cool at Hawaii Volcanoes (50 degrees) and sometimes rainy. Snorkeling gear is also advisable.

Students will be expected to actively participate in daily activities and will need to write an individual 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: \$1,100; includes air fare, lodging and meals.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.-12 noon daily, Ivy-111 (first two days only)

676315 Political Science 315
**WASHINGTON WINTERIM '84:
THE MAKING OF
A PRESIDENT**

4 semester hours
W. Spencer

This symposium, conducted by the Washington Center in the nation's capitol, will take place from January 1-21, 1984. Through a series of seminars, discussions, lectures, and panels involving participants in government from the public and private sectors, students will study domestic and international issues and policy formulation. The symposium's general topic will be related to such specific areas as: foreign affairs, the economy, party politics, nuclear arms, political news reporting, business and public policy, and human/civil rights—all having implications for the 1984 elections.

An advanced research track is also available to accommodate special needs of upper-level undergraduate and graduate students. A third track, Introduction to the Federal Legal System, is offered to those students with a strong interest in law and the Judicial Branch.

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

Applications and further information regarding program and fees may be obtained from the Political Science Department. Because application deadlines will probably occur in October and November, interested students are urged to inquire early.

REQUIREMENT FILLED: Interim Requirement

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Program fee included in tuition. Other costs to the Washington Center, payable by student, cover application fee, and housing. (See application material) Food, local travel, and travel to and from D.C., extra.

INSURANCE COVERAGE: Required.

698315 Chemistry/Religion 315

**OUR HUMANNESS:
BIOCHEMICAL,
THEOLOGICAL, AND
BEHAVIORAL HERITAGE
AND POTENTIAL**

4 semester hours

B. Nasset, J. Petersen

This course is designed to provide a student with a perspective of human activities, attitudes and behaviors. The class will study the functions of the brain and body. Students will study instinctive and conscious behaviors in evolution and society. The concepts of holistic health, mind-body unity, will be examined. Within this theoretical context, alcohol and drug dependencies will also be studied.

The class begins its study with an exploration of human origins. Study will proceed by means of group activities, individual projects and lectures through aspects of simplistic survival types of behavior and attitudes to the more complex aspects of what it means to be human.

The class will be on campus for the first part of the month. During the second part of Interim the class will live and study aboard a charter boat sailing in the San Juan Islands. The purpose of this second part of the course is to enhance the opportunities for serious discussions and study of self and environment. By removing most opportunities for distracting outside interferences (TV, radio, newspapers, movies, etc.), students are compelled to handle free time on a more independent level within a learning environment.

Assignments will consist of several short papers, two journal summaries, and several projects and activities. Class attendance will also count in the evaluation.

BIBLIOGRAPHY: Shostrom, *Man The Manipulator*; Morris, *Human Zoo*; Smith, *When I Say No, I Feel Guilty*; Smith, *The Hundredth Monkey*; Tournier, *The Meaning of Persons*; Leonard, et al, *Live Longer Now*; Snyder, *Biological Aspects of Mental Disorder*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$150 boat fare. Food: Food Service numbers for on-campus students, approximately \$40 for off-campus students. Additional funds may be necessary for personal purchases while on projects and boat.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 14

MEETING TIME AND PLACE: 9:00 a.m.-1:00 p.m. daily, X-203

698300 Business Administration/
Education 300

**SELF CONCEPT AND
CAREER DEVELOPMENT:
YOUR FUTURE**

4 semester hours

G. Minetti, P. White, A. Coglizer

The purpose of the course is to give each student the theoretical and practical tools to build, follow and adjust a career. At the completion of the course each student will have defined a career objective:

- written a strategy for achieving that objective;
- completed a thorough analysis of three alternative occupational fields, using library research, field trips and in-class resources;
- completed a personal skills and occupational preference inventory;

and achieved significant improvement in personal and inter-personal skills through small group participation, role playing with peer critiques, and videotaped self-critiques.

Students will come to know themselves more thoroughly through test instruments and experiential learning exercises. They will explore alternatives and how they may wish to fit into today's world.

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

BIBLIOGRAPHY: Carney, Wells and Streufert, *Career Planning Skills to Build Your Future*; Richard Boles, *What Color is Your Parachute*; C. Randall Powell, *Career Planning Today*; Tom Jackson, *The Perfect Resume*; John Naisbitt, *Megatrends*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Minimal cost for transportation to interviews.

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 1:00-5:00 p.m. M-R, HA-117

698316 Communication Arts/History 316
**THE SIXTIES: FROM JFK TO
WOODSTOCK**

4 semester hours

C. Spicer, E. Clausen

We have a tendency to categorize our history in ten year chunks. While simplistic in many senses, this retrospective chunking procedure provides a convenient time frame by which we can examine complex historical events in terms of broad emergent themes. The Sixties was the decade of the Vietnam War, the Civil Rights Movement, the youth revolution, the moon landing, the sexual revolution, new journalism, the John Birch Society, the popularization of the drug culture, violence as a political means, the fall and rise of Richard Nixon, alternate lifestyles, social consciousness, hippies, and the Beatles. The events of the Sixties are often viewed as having polarized the nation—rich against poor, young against old, black against white, dove against hawk, long hairs against crew cuts. All-in-all, the decade was one of the most controversial in American history and its impact on our society is still a subject of serious debate.

We will be concerned with the ways people understood and used those events as rhetorical vehicles. We will concentrate on the words that were spoken or written by those who shaped history during the Sixties. We will examine a wide variety of rhetorical genres including speeches, essays, novels, music, television, and the movies. In all cases we will attempt to understand the persuasive power of a particular event in relation to the broader themes of hope, anger, repudiation, and confirmation.

Students will participate in two projects. The first will require participation in a group discussion about one of the topics presented during the class. The second will be an 8-10 page rhetorical analysis of a particular event chosen by the student in conjunction with the instructors.

BIBLIOGRAPHY: William O'Neill, *Coming Apart*; Tom Wolfe, *Electric Kool-Aid Acid Test*; Norman Mailer, *Miami and the Siege of Chicago*; James Baldwin, *The Fire Next Time*; Philip Caputo, *A Rumor of War*; Richard Farina, *Been Down So Long It Looks Like Up To Me*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$10.00

MAXIMUM ENROLLMENT: 100

MEETING TIME AND PLACE: 1:00-4:00 p.m. M-R, HA-101

698305 Education/Sociology/
Psychology 305

**LEADERSHIP: THEORY AND
PRACTICE OF LEADERSHIP
AND GROUP BEHAVIOR**

4 semester hours

A. Tiam, M. Swenson

This course is based on the premise that leadership skills can be learned and that leadership behavior and style can be modified for effectiveness. The course will appeal to students interested in leadership roles, (ASPLU officers, senators, committee members, Residential Life staff, RHC officers, student club/organization officers and members, student assistants), and others interested in future involvement in leadership.

Students will learn about leadership theories and how groups function through reading and lectures. 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.

The course will deal with decision-making, group dynamics, team building, delegation, use of power, conflict management, and personal leadership style and behavior. Listening skills, nonverbal communication, and minority-majority relations experiences are planned. Field trips to the state legislature and city and county councils will be scheduled. Guest lecturers from business, education, and public-service sectors will be featured.

A group project with a class report will be a major requirement for evaluation. The project will focus on leadership and could be a workshop, simulation game, audio-visual presentation, assessment instrument for leadership behavior and style, etc. Group presentations will be done in class with members as facilitators. Attendance, class participation, reports on special reading assignments will also be factors for evaluation.

BIBLIOGRAPHY: Peter Drucker, *The Effective Executive*; James McGregor Burns, *Leadership*; Wm. R. Lassey and Richard A. Fernandez, *Leadership and Social Change*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$15.00 - transportation for field trips and class projects.

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 2:30-5:30 p.m. M-R, HA-204B

698311 Music/Communication Arts 311

OPERA PRODUCTION AND PERFORMANCE: "CANDIDE"

4 semester hours

M. Frohnmayer (with J. Kracht, Music Director and M. Arndt, Artistic Director)

This class will entail intensive involvement in all aspects of the fully staged opera production, "Candide," by Leonard Bernstein. No previous experience is necessary. Class members will meet daily from 9:00 a.m. to 6:00 p.m. and some evenings with other selected singers, dancers, orchestra members and production staff to rehearse, build sets and costumes and execute promotional and public relations schemes for "Candide" which will be performed January 27, 28 and February 3, 4, and 5, 1984 in Eastvold Auditorium.

CASTING is open to class members but not required, and will be done by audition during the Fall semester. Everyone interested in being involved in a full scale opera production is encouraged to enroll. Of particular benefit to future high school teachers, social workers, recreational directors, business majors interested in the arts, design majors and anyone else whose future work or play may involve music or theatre.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: Open

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon and 1:30-6:00 p.m. daily, first two weeks plus 7:00-10:00 p.m. the final two weeks, Eastvold Stage

698312 Physical Education/Education 312

HYPERACTIVE CHILDREN

4 semester hours

B. Moore

"Attention Deficit Disorder with Hyperactivity" is the clinical term used in diagnosing a syndrome of particular symptoms including an inability to concentrate, short attention span, poor motor skills, numerous behavioral difficulties, inability to control activity levels when needed, etc. Recent studies indicate that 5-7% of all elementary school children in the United States would be medically diagnosed as hyperactive; therefore, the chances of an educator or counselor dealing with hyperactive students are obviously quite high.

This course will focus on current methods of diagnosis and treatment of hyperactivity. The material will be presented through lectures, guest speakers, related articles/books, and a text entitled, *Hyperactive Children: Diagnosis and Management*, by Drs. Safer and Allen.

Students will be required to take part in several off-campus trips to local schools and/or agencies to observe hyperactive children. Each student will also be required to make a class presentation.

BIBLIOGRAPHY: Safer and Allen, *Hyperactive Children: Diagnosis and Management*; John F. Taylor, *The Hyperactive Child and the Family*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Students will be expected to share in cost of transportation to local schools and/or agencies.

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00-11:00 a.m. daily, OA-106

602314 Anthropology 314

ASIAN CULTURES

4 semester hours

G. Guldin

Through films, musical recordings, slides, guest lectures and special projects, this course will provide students with a primer on Asian peoples and cultures. It is designed for those with no previous background in Asian studies. The course will provide students with an overview of the main political, religious, social, kinship and economic patterns in the area. We will concentrate on East Asia, South Asia and Southeast Asia with special emphasis on China and India. We will also prepare and sample dishes from each of the 3 areas. In addition to weekly quizzes, students will read reports on the lives of ordinary people in each of the 3 regions and will research the current social/cultural context of a particular Asian people and speculate about their future. Opportunities for extra credit will include crafts demonstrations, book reports, visits to nearby Asian communities and other imaginative alternatives.

BIBLIOGRAPHY: Welty, *The Asians*; Hao Ran, *The Golden Road*; Beals, *Village Life in South India*; Sutlive, *The Iban of Sarawak*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$20 films and cooking materials fee

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, X-114

604304 Art 304

THE ARTS AND THE ART OF LIVING IN THE CONTEMPORARY WORLD

4 semester hours

Staff

This is a search for "the good life" at a time of shrinking resources and fewer options—looking at the new role of art in personal lifestyle. Topics to be explored include:

- architecture, personal spaces rather than suburban tract housing;
- interior design, art instead of furniture or even art as furniture;
- the visual arts, painting, printmaking, pottery, photography and sculpture in a new perspective;
- the functional arts, the thrift store instead of the shopping center;
- the art of cooking;
- the lively arts, alternatives to *Leave It To Beaver* in theater and motion picture.

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

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

BIBLIOGRAPHY: Current journals in art-related areas

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

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

MAXIMUM ENROLLMENT: 60

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

604305 Art 305

PICASSO AND CO.

4 semester hours

L. Kittleson

If a fame that approaches the mythic, a unique personality that transforms past and present artistic ideas, and a dazzling facility for inventiveness are the criteria by which we judge greatness, then certainly Pablo Picasso deserves a place with the masters. Picasso, already marked by unusual talent, came to Paris at the turn of the century when this city was the cultural center for the world and a mecca for artists who were to transform the appearances of art.

This course deals with that time and place, and will use Picasso as a focus to clarify the seemingly confusing changes that took place in the first half of this century. His unique talent and personality will help us to understand more fully the contributions that men like Cezanne, Gauguin and Toulouse-Lautrec had already made, and lead to an appreciation for the ferment around Matisse, Braque, Gertrude Stein, Apollinaire, Duchamp, Stravinsky, Kiaghilev, Cocteau, Miro, Dali and others who in one way or another participated in the Expressionist, Cubist, and Surrealist movements.

Through the use of music, film, museum visits, slides, discussion and lecture we will attempt to give a rounded picture of happenings centered on Paris from 1900 to mid-century.

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

BIBLIOGRAPHY: A.H. Barr, Jr., *Picasso, Fifty Years of His Art*; W. Boeck and J. Sabartes, *Picasso*; Pierre Courthion, *Paris in Our Time*; George Heard Hamilton, *Painting and Sculpture in Europe 1880-1940*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, IN-100

604315 Art 315

STAINED GLASS WORKSHOP

4 semester hours

G. Roskos

This course surveys contemporary stained glass techniques. Assigned problems in a variety of stained glass projects enables students to acquire skills and versatility in use of techniques through the Art-Craft experience. The aim is to integrate an awareness of traditional stained glass crafts, a familiarity with current work and its practitioners, as well as an understanding of design concepts and techniques.

This course includes:

1. History - Functions of stained glass, historical survey, emergence of contemporary styles and current work in America and Europe.
2. Design - Universal elements and principles of design and application to specific stained glass making techniques.
3. Techniques - Fundamental materials and processes of stained glass making in the following: Glass cutting and grinding, adhesive copper foiling, lead coming, fluxing and soldering.

The course projects are:

1. Stained glass panel - utilizing adherent copper foil, flux and 50/50 solder.
2. Stained glass lamp shade or light fixture - copper foil and solder.
3. Stained glass jewelry or vanity chest - copper foil and solder.
4. Stained glass sculpture or mobile - copper foil and lead came.

Work will be evaluated on the basis of craftsmanship, concept and written examination.

BIBLIOGRAPHY: Jean Jacques Duvall, *Working with Stained Glass*; Polly Rothenberg, *The Complete Book of Creative Glass*; Craft Horizons (American Craft), Bound copies, from 1958.

REQUIREMENT FILLED: Interim

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

COST IN ADDITION TO TUITION: \$30.00 solder, copper foil, flux, soldering irons and plywood panels.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 16

MEETING TIME AND PLACE: 10:30 a.m.-12:00 noon & 1:00-2:30 p.m. daily, IN-134B

604319 Art 319

SLIDE PHOTOGRAPHY: INDIVIDUAL PROJECTS

4 semester hours

G.R. Elwell

Do you have unexpressed feelings, unpublished poetry, undeveloped visual views of the world, a mass of unordered personal or family photographs, a collection of fancy door knobs or butterflies? How about putting all that undisciplined material into a beautiful, entertaining and exciting slide program? Amuse your friends, educate a class, sell a would-be customer, impress a would-be employer with a personal expressive reflection of your enlightened views and your poetic soul.

This intensive course requires a student proposed project in slide photography. Familiarity with camera use and willingness to undertake independent field work is necessary. Projects can be related to areas of teaching, travel, portfolio preparation, aesthetics, or most anything. The projects should be ambitious enough to require approximately two weeks of independent field work.

Students electing this course will provide their own cameras and film, and be prepared to present their completed project at the end of the course. They are also strongly urged to prepare preliminary proposals for tentative consideration for the first days of class.

The course includes planning and defining a project, as well as developing techniques and procedures for achieving it, independent field filming, sequencing and editing of slides and sound, synchronization and presentation of all material. Both technical and aesthetic concerns will be stressed.

Depending upon individual needs and areas of interest, many possible photographic areas may be touched upon, such as micro or macro photography, lighting, filming in museums, hand painting or manipulating of slides, as well as any experimental or traditional techniques that the problems at hand may bring forth.

BIBLIOGRAPHY: Eastman Kodak, *Planning and Producing Slide Programs*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$30.00 materials and use

MAXIMUM ENROLLMENT: 24

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

604386 Art 386

IMAGERY & SYMBOLISM

4 semester hours

E. Schwidder (Assisted by 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 cultures. 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 15, 6:00 p.m.-Tuesday, January 17, 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: General University Core Requirement

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

MAXIMUM ENROLLMENT: 32

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, IN-116 (Horarium: Sunday, Jan. 15, 6:00 p.m.-Tuesday, Jan. 17, 6:30 p.m.)

606305 Biology 305

BIOLOGY TECHNIQUES: HOW TO COLLECT AND PRESERVE PLANTS AND ANIMALS FOR HOBBY OR SCIENTIFIC STUDIES

4 semester hours

J. Knudsen

Individuals require plant and animal study specimens for a number of reasons ranging from hobbies to scientific research.

This course will provide methods for collection, preservation, storage and illustration of plants and animals. Methods are provided for locating, collecting, and maintaining specimens. Techniques are not difficult: well prepared and maintained specimens will last for years with proper care, and will eliminate constant recollection of specimens each year. Methods for manufacturing equipment are well detailed and illustrated.

Lab and lectures are combined with field trips, overnight trips to PLU's Manchester State Park Field Station for marine, fresh water, and field specimens.

BIBLIOGRAPHY: J. Knudsen, *Collecting and Preserving Plants and Animals*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Must be willing to do some field night collecting locally at Puget Sound, and/or overnight at PLU Field Station at Manchester State Park.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$20.00 (unused monies refunded)

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 14

MEETING TIME AND PLACE: 1:00-5:00 p.m. daily, I-106

606310 Biology 310

HUMAN HEREDITY

4 semester hours

A. Gee

Developments in human genetics affect our lives today and, to a greater extent, will in the future. Many of these developments raise serious moral, ethical and economic questions which responsible individuals of our society must confront. The total volume of knowledge in human genetics is said to double every two years; how can one hope to have even a cursory understanding of the many developments that are taking place? The answer to the rhetorical question is: start at the beginning and move on with a lot of sweat and tears in between.

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

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

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 16

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon MWF, R-103. Students will also be required to spend time on microcomputers.

606311 Biology 311
PRACTICAL PHARMACOLOGY
4 semester hours
S. Loscutoff

This course will provide an overview of the most commonly used and abused drugs (from aspirin and alcohol to angel dust and heroin). Topics to be considered include drug source, mechanism of action, effects and side effects, research techniques to find new drugs and test existing drugs, advertising practices, and societal impact. Four categories of drugs will be studied: drugs in common foods and beverages, over-the-counter, prescription, and illegal drugs. Emphasis will be on how drug use today impacts the individual and society. Invited speakers are planned from law enforcement and drug treatment groups. Other speakers may be contacted at the student's request. Assignments will be made from a general pharmacology text and selected journal articles. Evaluations will be based on class participation and two papers (2-5 pages and one 10-20 pages) on appropriate topics of the student's choice.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 8:00-10:00 a.m. daily,
HA-204B

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

606407 Biology 407
MOLECULAR BIOLOGY
4 semester hours
J.T. Carlson

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

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

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

BIBLIOGRAPHY: Freifelder, *Molecular Biology*; Hood, Wilson, Wood, *Molecular Biology of Eucaryotic Cells*; Lewin, *Gene Expression* (Vol. 2, 2nd Ed.); Stent, Calendar, *Molecular Genetics: An Introductory Narrative*; Current primary and review literature in journals such as: *Cell*, *Nature*, *Proceedings of the National Academy of Sciences*, *Science*.

REQUIREMENT FILLED: General University Core Requirement

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

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

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, R-210

698300 Business Administration/
Education 300
**SELF CONCEPT AND
CAREER DEVELOPMENT:
YOUR FUTURE**
(See interdepartmental listing)

608302 Business Administration 302
BUSINESS IN EUROPE, 1984
(See off-campus listing)

608304 Business Administration 304
MEN AND WOMEN IN BUSINESS
4 semester hours
C. Schultz

How are the relationships of men and women in business changing? This course is a study of the trends and dynamics in these relationships. The objective of the course is to help students accept these changes and to become more effective team members. The exploration of change includes traditional and emerging leadership roles, issues of authority and power, communications patterns, and conflict resolution. Lectures, discussions, small and larger group exercises and role plays are combined to make men and women more effective managers. Assignments include readings and the preparation of a written report on a selected topic, preferably related to the student's present or future career. Class contributions and the written report have an equal weight in the evaluation of student work.

BIBLIOGRAPHY: Rosabeth Moss Kanter, *Men and Women of the Corporation*; Margaret Henning and Anne Jardim, *The Managerial Woman*; Collette Dowling, *The Cinderella Complex*; Margaret Fenn, *Making It In Management*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 7:00-10:00 p.m. TR, 9:00 a.m.-5:00 p.m. Saturday January 7 & 14, IN-119

608305 Business Administration 305
MANAGERS AT WORK
4 semester hours
W.M. Crooks

The purpose of this course is (1) to analyze the differing methods of managers at work from first-line supervisors to presidents or top administrators in both business and government, and (2) to determine the impact the profit motives have on managerial methods by comparing organization of profit-oriented business with non-profit government.

Management is a universal subject and the meaning depends upon each manager's interpretation: therefore, an academic-textbook approach can lead to stereotypes which are not consistent with reality. The Interim will focus on what managers are doing and attempt to determine the reason why. The periodical bibliography focuses on several management types or approaches: formalistic, competitive, collegial, situational, management by objective, etc.

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

At the first class meeting a three-hour briefing by the instructor will initiate students to some of the practicing philosophies of management, as well as the reasoning behind their use. Guest speakers from representative organizations will be scheduled from 9:00 to 12:00 a.m. 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*. Periodicals include: *Harvard Business Review*; *Business Week*; *Baron's*; *Industry Week*; *Wall Street Journal*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

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

608306 Business Administration 306
**MANAGEMENT IN CHINA
TODAY AND TOMORROW**
4 semester hours
T. Barnowe

China's management practices today are undergoing rapid reform. This course will examine Chinese organization and management practices before and since 1949, and the major shifts in direction now underway. China's modernization program for the 1980's will be reviewed, along with recent innovations such as the responsibility system in agriculture and industry, joint ventures with foreign firms, and the development of special economic zones in south China. Understanding Chinese organizations today demands familiarity with Chinese culture, modern history, economics and politics. An important portion of the course will deal with these background factors. Knowledge of the intricacies of Chinese bureaucracy, of the social and political climate since the fall of the Gang of Four, of information management, and of favored processes of decision making are indispensable for any manager wishing to do business in China. These will be reviewed along with the experiences of American organizations in negotiating with the Chinese or establishing operations in the country. Prospects for doing business with China in the future, and ways to keep abreast of changes arising from China's socialist modernization, will be discussed.

BIBLIOGRAPHY: Will use readings drawn from several books and from journal articles. Chapters from Butterfield, *China: Alive in the Bitter Sea*; articles from *Harvard Business Review*, *Academy of Management Review*, Tung's books on *US-China Trade Negotiations and Management Practices in China*; Portable Stanford series on Chinese society.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Required: BA 350

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 12:00 noon-3:00 p.m.
M-R, HA-215

608307 Business Administration 307
**INTERNATIONAL
NEGOTIATIONS: THE CASE
OF ARMS CONTROL**

2 semester hours

R. Nelson, Visiting Professor of
International Business*

*Ronald R. Nelson, Ph.D. (Duke University) is Vice President of the BTI Corporation of Falls Church, Virginia. He has been associated with international negotiations for arms control between 1977 and 1983, working with the Defense Intelligence Agency, the Senate Foreign Relations Committee, and the U.S. Delegation to the Mutual and Balanced Force Reduction Talks in Vienna. His last appointment was that of the Deputy U.S. Representative, with the rank of Minister Counselor.

This course combines an introduction to international negotiations with an analysis of the policies, objectives, processes, and outcomes of arms control talks. Topics range from a brief history of international negotiations between 20th century governments to simulations of the negotiations for business. Specific considerations include:

- Evolution of international organizations in the 20th century
- Conferences and negotiations for the resolution of international conflicts and to improve international cooperation among nations
- Brief history of disarmament efforts
- Summary of U.S.-U.S.S.R. relations
- Review of political and military aspects of arms control negotiations, arms control agreements in force, and the current status of arms control talks
- Policy considerations and the formulation of negotiations objectives
- Direct and indirect participants in negotiations: bureaucracies, interest and political pressure groups
- Roles of negotiation and planning teams, and individual negotiators
- Negotiation tactics, and negotiation skills
- Simulated negotiations with simplified objectives

Students will be evaluated on participation in simulation exercises and a short paper on arms control or international negotiations.

BIBLIOGRAPHY: William H. Kincade and Jeffrey D. Porro, *Negotiating Security: An Arms Control Reader*; Selected readings: *Harvard Business Review*, *International Studies Quarterly*, and other related literature.

REQUIREMENT FILLED: Interim and also fulfills partial requirement of International Trade cluster of Global Studies minor.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, HA-President's Conference Room (Tuesday field trips)

608308 Business Administration 308
**PERSONAL FINANCIAL
MANAGEMENT FOR
EVERYONE**

4 semester hours

G. Myers

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

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

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

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

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

BIBLIOGRAPHY: Sylvia Porter, *Sylvia Porter's New Money Book for the 80'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 book(s), possible field trips in the area; nominal surcharge for microcomputer use.

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-4:00 p.m. T-F, HA-223

608309 Business Administration 309

THE TIME OF YOUR LIFE

4 semester hours

E. Reynolds

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

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

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

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

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

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

608310 Business Administration 310

THE GAME OF BUSINESS

4 semester hours

Staff

This course will provide an exposure to business in a game setting. The business game is computerized (with versions for microcomputers) which makes its utilization very flexible. Students will be formed into teams with each team managing a company. The game will begin with reading assignments for background, guest lectures from prominent people in industry, and visits to firms. The game setting involves both domestic and international sales.

The use of computers will provide an opportunity to do simulations, test decisions, and avoid the lengthy development of projections and statements on a manual basis. The students will be exposed to business, decision making, and computer software.

The course will consist of lectures, discussions, and visits to firms. Students will be evaluated on their analyses of opportunities facing their firm and the resulting decisions. A number of short papers will be required to support their actions.

REQUIREMENT FILLED: Interim

COURSE LEVEL: Intended for freshmen and sophomore students

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

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

608312 Business Administration 312

EXPORTING, POLICIES AND PRACTICE

2 semester hours

L. Horner, Visiting Professor of International Business*

*Layton Horner Ph.D. (North Carolina), is Professor at Lenoir-Rhyne College. An expert in the American-Asian relations, he has represented Pacific Lutheran University at the Western Japan International Trade Fair (October, 1983), and has been appointed to teach international business courses at Pacific Lutheran University in the academic years 1983-84.

This is an introduction to the planning, policy formulation, and practices of exporting. The class responds to the very pronounced need for American business to improve its ability and skills to increase the export of goods and services. It is supported by the U.S. International Trade Administration and various state and community agencies to increase the international trade involvement in Washington state. Topics to be considered in the course include:

- exports in the economy of Washington state
- export planning
- strategic factor analysis
- assessment of cultural, political, business and economic risks
- international insurance
- facilitation of exports
- export transactions
- export financing, institutions and instruments
- foreign exchange transactions
- legal, jurisdictional, and ethical issues in exporting
- careers in exporting

The course includes a simulation of export strategy planning, written analysis of a particular country's export policies, and written case analyses.

BIBLIOGRAPHY: Olympia: Washington State Department of Commerce and Economic Development, 1983, *Guide for Exporters*; WASHINGTON, D.C.; U.S. Department of Commerce, 1982, *A Guide to Exporting*; A draft textbook prepared for Morris and Associates, 1983, *Export Management*.

REQUIREMENT FILLED: Interim and International Trade Minor

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Minimal travel expenses for field trips.

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily (January 17-27), L-106

608314 Business Administration 314

A STUDY OF EUROPEAN INTERNSHIPS

2 semester hours

D. Wright

This is an introductory course on the work study environment and practices in Europe. The topics to be covered range from an overview of work study developments in Europe to specific employment and recruitment practices, including:

- the role of internships and work study in European economies.
- the role of internships in French and other business enterprises.
- the relationship of internships to academic studies.
- the functions of Placement Director in French and other business schools.
- employment practices related to American interns.
- recruitment and screening patterns and procedures.
- application dossier and qualifications of applicants for internships.
- compensation and expense reimbursement in internships.
- opportunities to combine summer or other academic work with eventual internship assignments.
- relationship of internships abroad to international business.

The written assignments in this course include country and industry analysis, and a self-assessment of qualifications and professional interests.

BIBLIOGRAPHY: Special readings, including country information prepared by the agencies of U.S. Government, and other country guides.

REQUIREMENT FILLED: Interim. Also International Trade minor.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Minimal field trip expenses (max. travel to Seattle and return).

MAXIMUM ENROLLMENT: 12 - Highly individualized personal investment of student interests and qualifications is involved.

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily (January 3-14), L-106 (some field trips on Mondays)

608316 Business Administration 316 BUSINESS APPLICATIONS OF MICROCOMPUTERS

2 semester hours

E. Schafer and Staff

Computer literacy is rapidly becoming as important as our traditional writing and math skills. The microcomputer has provided businesses, nonprofit organizations, and the home an opportunity for dramatic increases in individual productivity.

Working on a microcomputer, students will solve a wide range of problems using software developed for business and personal management. The course moves from an introduction to microcomputers (how to turn it on and load a program) to how to build a data base, process data, prepare graphic reports and graphic outputs, and use an electronic worksheet to project and manipulate data. A number of popular software programs are available.

BIBLIOGRAPHY: All necessary materials are included in the lab fee.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$50.00 lab fee which includes micro-computer use and software during the scheduled instruction & lab, course materials, and necessary disks. Additional disks & personal computer time can be purchased for a modest fee.

MAXIMUM ENROLLMENT: 16 due to limited number of micro-computers

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon MW, EC-23

608389 Business Administration 389 INFORMATION SYSTEMS FOR MANAGEMENT

4 semester hours

L. Hegstad

This course presents general concepts of formal information systems designed to meet the management needs of any organization. The course emphasizes the application of computer systems to these needs rather than computer technology. The course concentrates on decisions and techniques for effectively carrying out systems analysis and development.

Students will be expected to complete a number of cases and perform a systems analysis project. The project will involve some organization in the community.

This course is intended for students with a major or minor in business administration. Some background is expected in economics, introductory accounting, and management.

Not open to students with credit in Business Administration 387. This course cannot be counted in the Accounting concentration.

BIBLIOGRAPHY: One of several current textbooks, *Management Information Systems*, a set of ICCH cases.

REQUIREMENT FILLED: Upper division Business elective

RESTRICTIONS OR PREREQUISITES: SBA Eligibility card required. Prerequisite: C.S. 220 (or equivalent), BA 281, BA 282.

COURSE LEVEL: The course is designed for majors or advanced students (any student with some business background).

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon M-R, HA-215

608455 Business Administration 455

BUSINESS POLICY

4 semester hours

R. Nibler

Business Policy is the study of organizational administration from a top management perspective. This includes the formulation and execution of strategies and policies to integrate all of the management and business functions in support of the organizational objectives. Students will look at the implications of the economic conditions, resource availability, and technology; education, religion, ethics, and personal values; social responsibility; public policy; and international relations for top management decisions. Evaluation is based on comprehensive analysis of several cases, class participation, and an oral presentation. Prerequisites: Senior Standing. BA 350, BA 364, and BA 370.

BIBLIOGRAPHY: Arthur A. Thompson Jr. and A.J. Strickland, III, *Strategy and Policy: Concepts and Cases*; *Business Week* magazine; "The Organization and Its External Environment" and "Contemporary Management Challenges".

REQUIREMENT FILLED: SBA major

RESTRICTIONS OR PREREQUISITES: SBA Eligibility Card Required. Prerequisites: 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: 10:00 a.m.-1:00 p.m. M-R, HA-221

608456 Business Administration 456

HONORS SEMINAR: POLICY IN THOUGHT AND ACTION

4 semester hours

J. James, G. King

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

BIBLIOGRAPHY: Thompson & Strickland, *Strategy and Policy Concepts and Cases*; Readings include policy texts and articles in the *Harvard Business Review*.

REQUIREMENT FILLED: Meets the Business Policy requirement for majors.

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

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

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

MAXIMUM ENROLLMENT: 14

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

608481 Business Administration 481

SEMINAR IN FINANCIAL ACCOUNTING THEORY

4 semester hours

Visiting Professor

This course will examine a number of contemporary issues in accounting. Students will examine current accounting literature and select a number of contemporary issues for study. Each student will discuss selected topics and will choose one topic for extended study.

Some of the topics may involve trips to local firms where a particular issue will be discussed from both the theoretical side and the practical side.

The course is open to graduate students having completed BA 501 and BA 582 or equivalent, and to senior undergraduate students having completed BA 381 and with the instructor's permission.

Students will be evaluated on both written work and seminar participation.

BIBLIOGRAPHY: No textbook. Current periodicals will provide the reference materials. A reading list will be developed for each topic selected for study.

REQUIREMENT FILLED: Upper Division Business Elective

RESTRICTIONS OR PREREQUISITES: SBA Eligibility Cards Required.

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

GRADING SYSTEM: Undergraduates: P/NP

Graduate: A, B, C, D, E

MAXIMUM ENROLLMENT: 15

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

608553 Business Administration 553

SEMINAR ON CONTEMPORARY ISSUES IN MANAGEMENT

4 semester hours

S. Barndt

This class investigates the roles of managers in modern society. The exploration includes, but is not limited to, the topics of corporate responsibility, ethical issues in management, and the impact of technological change on organizations and society.

The primary objective of the course is to develop in the student a broad understanding of current issues related to: (a) the increasingly complex set of inter-relationships between business, government, other political/economical/social groups, and the public; and (b) the changing set of constraints and opportunities that circumscribe the managerial role.

REQUIREMENT FILLED: Elective in MBA Program

RESTRICTIONS OR PREREQUISITES: MBA Eligibility Card Required. Prerequisites: Econ 504, BA 550.

COURSE LEVEL: The course is designed for Graduate Students.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 6:00-10:00 p.m. MTR, HA-209

608581 Business Administration 581

SEMINAR IN FINANCIAL ACCOUNTING THEORY

4 semester hours
Visiting Professor

See course description for BA 481. In addition, graduate students will be required to complete extra assignments.

610115 Chemistry 115

GENERAL CHEMISTRY

4 semester hours
D. Swank

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.

BIBLIOGRAPHY: Brown and LeMay, *General Chemistry*.

REQUIREMENT FILLED: General University Core Requirement

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 course in high school chemistry or who have previously taken Chemistry 104.

MAXIMUM ENROLLMENT: 40

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

698301 Chemistry/Religion 301

PEACE STUDIES AT HOLDEN VILLAGE

(See off-campus listing)

610305 Chemistry 305

TOXIC SUBSTANCES AND OUR ENVIRONMENT

4 semester hours
S. Tonn

LOVE CANAL. TIMES BEACH. PONDER'S CORNERS. HOPEWELL. MINAMATA. All are previously little known communities that have gained infamy because of toxic wastes. One can hardly pick up a newspaper without reading reports about newly discovered chemical dumps, contaminated wells, or suspected carcinogens. In some cases the actual health risks are later found to be far exaggerated: often the most serious afflictions involve psychological stresses from unknown consequences of exposure to toxic substances. In cases involving asbestos and mercury, however, the magnitude of the damage has been so huge that it is difficult to comprehend. Both the scientific and human issues can be extremely complex, particularly when spokespersons on either side of the issue have little or no credibility. Industrial representatives try to protect their companies from large, possibly unwarranted expenses, while emotional and poorly informed citizens make unreasonable demands. In other cases employees learn too late that they were duped by employers who knew they were gambling with the health of their employees. One never knows when an understanding of toxic substances could become vitally important to one's self, friends or family.

This course will make use of a case study approach in examining toxic substances. Topics will include:

- dioxin and the herbicides 2,4-D and 2,4,5,-T
- polychlorinated biphenyls and polybrominated biphenyls
- arsenic, cadmium, lead, and mercury
- sulfur dioxide, nitrogen oxides, and acid rain
- asbestos
- pesticides such as kepone, mirex, aldrin, dieldrin, and chlordane
- household toxic substances

Federal and state laws regulating these substances will also be examined, as well as current and proposed practices of treatment and disposal. Each student will prepare a written and an oral report on a specific toxic substance. The course grade will be based on the reports, class participation and weekly quizzes.

BIBLIOGRAPHY: M. Lippmann and R. Schlesinger, *Chemical Contamination in the Human Environment*; John A. Duffus, *Environmental Toxicology*; League of Women Voters, *Hazardous Wastes in Washington*; assigned readings from *Environmental Science and Technology*, *New Scientist*, *Science*, and the *New York Times*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: All students are welcome. Those without a course in chemistry will be given additional introductory reading material and time for discussion.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, HA-212 (Jan. 21, field trip 8:00 a.m.-2:00 p.m.)

698315 Chemistry/Religion 315
**OUR HUMANNESS:
BIOCHEMICAL,
THEOLOGICAL, AND
BEHAVIORAL HERITAGE
AND POTENTIAL**
(See off-campus listing)

612300 Communication Arts 300
**TELEVISION PRODUCTION
FOR NON-MAJORS**
4 semester hours
R. Ruidl

You might be contemplating an exciting and glamorous career in television without knowing just exactly what a broadcasting career entails. It's a lot more than you might be thinking! While this course doesn't promise you a complete exposure to the world of television, it will offer you a chance to get acquainted with program planning, writing, the basic video production tools (e.g., lights, camera, microphones, sets, character generator, switcher, audio control board, switching panels, video tape recorders) and how they are used to make television programs. No previous experience is assumed, but through an intensive lecture/workshop approach to learning, it is expected that the student will be able to produce simple news, interview and demonstration-type television programs.

While video hardware will be extensively used, this is not a technically-oriented course. The course stresses the importance of good media communication. The emphases are on the process and the thinking involved in effective media productions. A major focus will be on writing messages that are accurate, brief and clear—the essentials of good television. A student will be evaluated on his or her ability to present ideas in an understandable written form; to work in harmony with the production team; and to improve his or her performance on such successive production. In addition, a number of written quizzes on the reading and lecture will be administered.

BIBLIOGRAPHY: Thomas D. Burrows and Donald N. Wood, *Television Production: Disciplines and Techniques*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$10.00 will cover the costs of audio and video tape.

MAXIMUM ENROLLMENT: 15

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

612303 Communication Arts 303
**TELEVISION DAYTIME DRAMA
("THE SOAP OPERA"):
MARKETING THE NEUROSES
OF OUR TWENTIETH
CENTURY**
4 semester hours
W. Becvar

TELEVISION DAYTIME DRAMA ("THE SOAP OPERA"): MARKETING THE NEUROSES OF OUR TWENTIETH CENTURY will deal with the following: 1) A history of the daytime drama from its inception on radio to its current position in daytime television scheduling; 2) An analysis of plot formats, characterizations, and central themes constituting the 13 daytime dramas currently found on television; 3) A study of the production aspects connected with daytime drama, including production costs, rehearsal schedules, casting, performers, script writers, and technicians; 4) A perception of implementation and technique incorporating daily viewing of RYAN'S HOPE (11:30 a.m.-12:00 p.m.), as well as segments from other daytime dramas, for purposes of reference and discussion; 5) An appraisal of modern-day anxieties, frustrations, tensions, and success-oriented goals as depicted in daytime drama—whether "realistically" conveyed or "theatrically" induced—and how they relate to, and reflect, modern society; and 6) A consideration of the financial dividends involved through corporate sponsorship and marketing.

Classes will be held from 9:30 a.m.-12:00 p.m. Monday through Friday, and will include: Lecture (9:30 a.m.-11:00 a.m.), Discussion (11:00 a.m.-11:30 a.m.), and Viewing (RYAN'S HOPE) (11:30 a.m.-12:00 p.m.). Attendance is mandatory.

BIBLIOGRAPHY: J. Dunning, *Tune In Yesterday—The Ultimate Encyclopedia of Old Time Radio*; R. LaGuardia, *The Wonderful World of TV Soap Operas*; M. Soares, *The Soap Opera Book*; and R. LaGuardia, *Ma Perkins to Mary Hartman—The Illustrated History of Soap Operas* - paperback (required).

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 75

MEETING TIME AND PLACE: 9:30 a.m.-12:00 noon daily, HA-101

698316 Communication Arts/History 316
**THE SIXTIES:
FROM JFK TO WOODSTOCK**
(See interdepartmental listing)

612317 Communication Arts 317

NEWS MEDIA ETHICS

4 semester hours

C. Rowe

News media in the United States are provided rights under the First Amendment that make them among the most free news organizations in the world. With those rights come equally demanding responsibilities. How those responsibilities are defined and exercised will be the central theme of this course. Among specific topics to be studied will be confidentiality of news sources, conflicts of interest, privacy, news judgment, taste in news programming and access to news media. In addition to regular textbook assignments, there will be reading assignments in other publications. There also will be guest speakers and off-campus field trips during class time. Each student will write a major paper, and there will be a take-home exam. These and class participation will be the bases for the final grade.

BIBLIOGRAPHY: Emery/Smythe, *Readings in Mass Communication: Concepts and Issues in the Mass Media*; David Shaw, *Journalism Today: A Changing Press for a Changing America*; John Hulteng, *Playing it Straight*; Bernard Rubin, *Questioning Media Ethics*.

REQUIREMENT FILLED: Interim

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

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-4:00 p.m. M-R, EC-16

614110 Computer Science 110

BASIC

2 semester hours

G. Peterson

This course will introduce students to the computer programming language called BASIC. Major elements will include interactive use of PLU's VAX computer, branching looping, subscripts, functions, input/output and subroutines all in the context of the BASIC language. Students will be required to design, run and document at least four computer programs to solve a variety of problems some of which involve elementary mathematics. Students will be evaluated on the quality of their computer programs and on the extent of mastery of the BASIC language. There will be at least three hour exams and 3 or 4 quizzes.

BIBLIOGRAPHY: Bent & Sethares, *BASIC: An Introduction to Computer Programming*.

REQUIREMENT FILLED: General University Core Requirement

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

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

MAXIMUM ENROLLMENT: 25

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

614144 Computer Science 144

**INTRODUCTION TO
COMPUTER SCIENCE**

4 semester hours

N. Glaser

This course is an introduction to computer science including algorithm design, structured programming, numerical/non-numerical applications and use of data files. The PASCAL programming language will be used. Prerequisites are Math 133 or Math 227 or Math 128 or equivalent. Students will be evaluated on the basis of exams, quizzes and computer projects.

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

REQUIREMENT FILLED: General University Core Requirement

RESTRICTIONS OR PREREQUISITES: Math 133 or Math 227 or Math 128 or equivalent

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

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, EC-22

614316 Computer Science 316

COMPUTERS AND SOCIETY

4 semester hours

J. Brink

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

Students will examine the uses of computers in a number of different fields; they will consider some of the possible positive and negative effects of computer usage on social organizations. During the computer programming portion of the course, students will be required to design, run and document BASIC computer programs to solve a variety of problems, some of which may involve elementary mathematics. They will complete a term project on a computer application (paper or program) and will participate in class discussions. Students will be graded on the basis of class participation, term project, quizzes and other assignments.

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

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: High school algebra required. NOTE: Students cannot count both this course and other courses including BASIC (such as ComSci 110, 139, 140, 220) toward the total number of hours for graduation.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

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

618306 Earth Sciences 306
**THE DYNAMICS OF
GLOBAL CHANGE AT
THE 21st CENTURY**

4 semester hours
B. Lowes

After more than 10,000 years of development, from the earliest settled communities to the present almost incredible level of technological sophistication, it is timely as well as instructive to look both backward and forward from our present vantage point.

During the past two hundred years, and notably in the present century, the developed nations have achieved levels of economic and social well-being that were previously only the stuff of dreams for most people. Unfortunately, they are still no more substantial than mirages for nearly three-quarters of the world's population—and the situation is unlikely to improve much in the foreseeable future.

Despite the living standards to which we in the developed nations have become accustomed, however, there have been rumblings of troubles ahead—the "Limits to Growth" and the "Year 2000 Report to the President"—as well as more immediate reminders, such as the OPEC oil embargo. Impending shortages of essential raw materials on one hand and serious problems in disposing of industrial waste products on the other contribute to economic inflation and social apprehension.

At the bottom end of the economic scale, the poorest inhabitants of the planet fare little better than those first early settlers—and in many places, because of present population pressures, not as well.

What can be done about it? Well, first we need to try and understand the underlying world-wide activities and their constraints that contribute to living in the 20th Century; then try to see where current trends will lead—and what desirable modifications may be possible. True this is only a start—but it can provide hope for the future.

Students will prepare two papers on topics of their choosing, and one will be presented to the class.

BIBLIOGRAPHY: To be announced.

REQUIREMENT FILLED: Interim. Also will satisfy requirements for E.S. 101 for Education and Global Studies majors, minors.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, MG-202

616307 Cooperative Education 307
**WORK IN THE EIGHTIES:
THE FUTURE IS NOW!**

4 semester hours
Staff

Yes! Graduates of liberal arts schools are employable and can look forward to an exciting, creative future in the working world. This course provides the opportunity to learn about the impact of changes in the work place. It provides each student with current information and critical insights that make work a more satisfying and creative part of one's life.

Topics cover historical, current and future issues related to work. We shall critique "the American way of work," its changing definition, attitudes and ways of preparing for a future of meaningful work. For each session faculty and other resource persons from different disciplines will provide the latest material available and predict future trends in their particular area—natural sciences, social sciences, humanities, business administration, physical education, fine arts, education and health care.

Connections between the campus and workplace, i.e., Cooperative Education and Internships, as well as appropriate use of on-campus resources are incorporated into topical areas. Students are required to complete weekly reading assignments and written reports, personal interviews, visits to work sites (optional), extensive class participation and weekly assignments selected from a choice of options.

Written evaluation.

BIBLIOGRAPHY: Naisbitt, *Megatrends*; Miller, *It's a Living; Jobs, Organizations and Values* (provided).

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Transportation to visit work sites. Personal interest and profile inventories. Maximum charge \$10. Books \$25 maximum.

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 6:00-9:00 p.m. daily, HA-202. It is anticipated that each student will spend an additional three (3) hours per week visiting work sites and/or interviewing people who are working.

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

620150 Economics 150
PRINCIPLES OF ECONOMICS
4 semester hours
D. Wentworth

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

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

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

BIBLIOGRAPHY: James d. Gwartney and Richard Stroup, *Economics: Private and Public Choice*; Stanley W. Brue and Donald R. Wentworth, *Economic Scenes: Theory in Today's World*.

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 45

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, HA-200

620231 Economics 231
INTRODUCTORY STATISTICS

4 semester hours
R. Jensen

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

BIBLIOGRAPHY: Freund, *Modern Elementary Statistics*.

REQUIREMENT FILLED: Partial fulfillment of option III of College of Arts and Sciences Language requirement.

RESTRICTIONS OR PREREQUISITES: High School algebra or its equivalent.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00-11:00 a.m. daily, 2:00-3:00 p.m. TR (optional discussion session), HA-210

620302 Economics 302
**ECONOMIC DEVELOPMENT
AND THE PACIFIC RIM**

4 semester hours
D. Vinje

JAPAN AND CANADA, AUSTRALIA AND INDONESIA: PARTNERS OR COMPETITORS?

The course will examine the economic development process underway in the countries listed above and in other Pacific Rim nations. The theme will be one of comparing and contrasting the experience of these countries with respect to the growth strategy they have explicitly or implicitly been following in the post-World War II period. Special note will be taken of the relative importance the different nations have placed, in their growth strategy, on the industrial, international trade and primary products sectors.

Cultural values, political structure and historical experience will also be examined with reference to the selection of a growth strategy. Regional and international cooperation and competition will be included as part of this examination.

The objectives of the course are to correlate a country's relative success in the development process with its selection of a particular growth strategy and to gain insight as to the complex socio-political process that is intertwined, nationally and internationally, with the selection of a growth strategy.

Students in the course will be expected to do background reading on the question of growth models, and prepare a case study of a specific Pacific Rim country. The case study will be presented orally to the class and in written form to the instructor. The course grade will be based on the case study.

BIBLIOGRAPHY: Students will develop their own bibliography depending upon the country selected for the case study.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, HA-206

620345 Economics 345
**MATHEMATICAL TOPICS
IN ECONOMICS**

4 semester hours
N. Peterson

Since the early writings of Walras, Pareto, and Edgeworth in the 1800's, and continuing through the works of Keynes, Samuelson, von Neumann, and others, mathematics has increasingly become an important element in the economist's tool kit, and its importance will no doubt continue to grow in the future. If you have wondered at the greater social significance of the derivative, or have questioned the relevance of the indefinite integral, this course is for you. The class will consist of lectures, presentations, and discussions of various mathematical models used by economists. These include, but are not limited to: utility maximization, the theory of the firm, dynamic adjustment to equilibrium, rational expectations, and simple Keynesian and Classical macroeconomic systems. In addition, each student will be asked to present a paper from a professional journal of his or her choice.

Evaluations will be based on the presentation, daily class participation, and homework assignments and a final examination. Successful completion of this course will satisfy an upper division Economics requirement for the Department of Economics and the School of Business.

BIBLIOGRAPHY: Selected readings from texts in mathematical economics and leading economics journals.

REQUIREMENT FILLED: Upper Division for the Department of Economics and the School of Business.

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.-12:00 noon daily, HA-208

698300 Business Administration/
Education 300
**SELF CONCEPT AND
CAREER DEVELOPMENT:
YOUR FUTURE**

(See interdepartmental listing)

624304 Education 304
**FACE TO FACE: TECHNIQUES
OF HUMAN INTERACTION**
4 semester hours
K. Rickabaugh

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

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

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

BIBLIOGRAPHY: Gerard Egan, *Face to Face*; George M. 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: 18

MEETING TIME AND PLACE: 1:00-3:30 p.m. M-R, HA-209

698305 Education/Sociology/
Psychology 305
**LEADERSHIP: THEORY AND
PRACTICE OF LEADERSHIP
AND GROUP BEHAVIOR**
(See interdepartmental listing)

698312 Physical Education/Education 312
HYPERACTIVE CHILDREN
(See interdepartmental listing)

Education 319A (SCN numbers assigned
at registration)
**SCHOOL PRACTICUM:
ELEMENTARY LEVEL**
4 semester hours
A. Lawrence

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

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

Placement in a school is the responsibility of the School of Education and requires a completed application form and an independent study proposal prepared by the student and negotiated with the instructor. These two forms are available from the instructor and must be completed and signed by the instructor *before December 1, 1983*, and before registration is completed. An independent study card is required.

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

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

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Ed 251, 321 or previous experience working in a school classroom. Independent study card required by December 1.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

Education 319B (SCN numbers will be
assigned at registration)
**SCHOOL PRACTICUM:
SECONDARY LEVEL**
4 semester hours
M. Baughman

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

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

Placement in a school is the responsibility of the School of Education and requires a completed application form and an independent study proposal prepared by the student and negotiated with the instructor. These two forms are available from the instructor and must be completed and signed by the instructor *before December 1, 1983*, and before registration is completed. An independent study card is required.

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

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

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Students must have taken Ed 251 or have permission from the instructor. Tally cards required by December 1.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

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

SCHOOL PRACTICUM: READING

4 semester hours

A. Lawrence

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

The experience may be used as an elective in the School of Education. Placement in a school is the responsibility of the School of Education and requires a completed application form and an independent study proposal prepared by the student and negotiated with the instructor. The proposal includes: objectives, activities, experiences desired, time commitments, products or projects to be produced and assigned tasks. These two forms are available from the instructor and must be completed and signed by the instructor *before December 1, 1983*, 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 P.L.U. supervisor. Evaluation will be in terms of regular attendance and successful completion of the negotiated independent study proposed.

REQUIREMENT FILLED: Interim

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

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

GRADING SYSTEM: H, P, NC

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

SCHOOL PRACTICUM:

NON-LOCAL

4 semester hours

C. DeBower

This course will provide an off-campus full day experience in a non-local school district involving teaching and/or working with youngsters in a classroom setting as the focus of the course.

Placements in schools are the responsibility of the School of Education and require a completed application form and a formal request letter to the school prepared by the student. Applications and sample letters are available from the instructor at a meeting scheduled for *November 17th* at 4:30 p.m. in A-216. These must be completed and signed by the instructor before *November 23, 1983*, or before registration is completed. An independent study card is required. This field experience is not applicable to K-12 certification.

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

REQUIREMENT FILLED: Interim

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

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

GRADING SYSTEM: H, P, NC

Special Education 291 (SCN numbers will be assigned at registration)

PRACTICUM IN LEARNING DISABILITIES

1 semester hour

K. Gerlach and Staff

This course is a field experience with learning disabled students. Credit will be given after successful completion of 40 clock hours under supervision.

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

REQUIREMENT FILLED: Will fulfill the practicum requirement for special education majors and minors.

RESTRICTIONS OR PREREQUISITES: SPED 190 or permission of the instructor. Tally cards required.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: To be announced.

625313 Special Education 313
**CURRENT RESEARCH AND
PERSPECTIVES ON DYSLEXIA**

2 semester hours
Staff

This course will focus on current research into the causes of dyslexia. Many theories have been advanced in order to explain developmental reading disorders. Research surrounding the disability is proceeding in many fields including experimental psychology, cognitive psychology, neurology, endocrinology, special education and reading.

Several of the major factors and theories surrounding dyslexia which will be explored in this course include visual perception, eye-movement, auditory perception, neurological dysfunction, cerebral dominance, intersensory integration, allergies and diet, teaching factors, intellectual factors, socio-cultural factors, personality and self-concept, attentional disorders, response style and learning style, and verbal processing.

The course will be organized on a seminar format, revolving around readings of text and journal articles with discussion focusing on each days reading. The course will meet three days a week during interim for two hours a day. Students will be required to complete a research paper and make an oral presentation in class.

BIBLIOGRAPHY: Frank R. Vellutino, *Dyslexia: Theory and Research*; George D. Spache, *Investigating the Issues of Reading Disabilities*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Permission of the instructor. Tally cards required.

COURSE LEVEL: The course is designed for education students, but is open to all.

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

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 1:00-3:00 p.m. TWR, EC-14

625316 Special Education 316
**EDUCATION AND
MANAGEMENT OF STUDENTS
WITH DEVELOPMENTAL
DISABILITIES**

4 semester hours
L. Siegelman

This course will examine theory, etiology, identification, and methods for the education of persons with developmental disabilities. The focus of study in this course will be upon mild to profound mental retardation as well as upon multihandicapping conditions. May substitute for SPED 390/391 in the major or minor in Special Education. This course is most relevant for students in Education, Special Education, Psychology, Nursing, Pre-Med, and Social Sciences.

Minimum requirements for this course include 1) design of an educational or management unit, 2) successful completion of course examinations, 3) observations to programs providing service to persons with developmental disabilities, and a 40 hour Practicum in a setting for developmental delayed mental retardation.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon
TWR, EC-15

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

**SPECIAL EDUCATION
PRACTICUM**

4 semester hours
K. Gerlach, J. Hyden

This class provides 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.

Minimum requirements include: 1) Participation in the class activities with the assigned special education teacher, daily, from approximately 9:00 a.m. to 3:00 p.m. Times will vary slightly with assignments. (Minimum 120 clock hours.); 2) 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; 3) Keeping a log of daily activities.

Placements in schools are the responsibility of the School of Education and require a completed application form. Forms are available from the instructor(s). Placements may be outside of the Tacoma area.

REQUIREMENT FILLED: Interim and Practicum requirement of Special Ed.

RESTRICTIONS OR PREREQUISITES: SPED 190 or Permission of Instructor(s)

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: To be announced.

Special Education 394 (SCN numbers
will be assigned at registration)

**PRACTICUM IN BEHAVIOR
DISORDERS**

1 semester hour
L. Reisberg and Staff

This course is a field experience with students with behavior disorders. Credit will be given after successful completion of 40 clock hours under supervision.

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

REQUIREMENT FILLED: Practicum requirement for special education majors and minors.

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: To be announced.

625575 Special Education 575
**THE CONSULTING TEACHER IN
SPECIAL EDUCATION—
AN INTRODUCTION**

3 semester hours
L. Reisberg

Consultation skills are frequently mentioned in literature describing the roles of special education teachers. With greater numbers of special education students being mainstreamed into general education classes, skills in consultation are critical for insuring that these students receive appropriate education.

This graduate seminar will introduce the principles and practices of a consulting teacher model in Special Education. The course will focus on instructional delivery appropriate for providing direct and indirect services to handicapped children in regular classrooms. Strengths and weaknesses of various consultation models, procedures for implementing a consulting model in the schools, instructional approaches appropriate for the consultant model, material and instructional adaptation and selection will be explored. The course includes a 40 hour practicum in the school. The practicum may be taken on the job. During the practicum experience, students will be required to implement and explore various elements of the consulting teacher model.

BIBLIOGRAPHY: T. Heron, *Educational Consultation*.
REQUIREMENT FILLED: Graduate level Education course
RESTRICTIONS OR PREREQUISITES: Tally cards required.
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 5:00-8:00 p.m. MTR, EC-14

630101 English 101
**COLLEGE ENGLISH: THE PAST
IS PROLOGUE (Intensive Course
in Rhetoric)**

4 semester hours
L. Johnson

When the nineteenth century spilled over into the twentieth, Rhetoric as a single academic discipline became split into two departments—Speech and English. The latter department preserved Rhetoric as part of a two-pronged program consisting of writing and literature and the former department preserved Rhetoric as part of a two-pronged program of public speaking and drama.

Believing we need to know how to speak and how to write in today's world and in the "high tech" world of tomorrow, we shall study, first and foremost, the theory and practice of oral and written composition by stressing the process of invention (to help students "discover" ideas for their communications—a crucial problem in writing and speaking) and the process of arrangement by selecting, marshalling, and organizing of these ideas, plus a little attention to style. Our study of inventions will be the spr-

ingboard that uses a systematized way of generating ideas on some subject, using the "common topic" approach—an approach which is common to all people, hence human. We shall be less concerned with the "special topic" approach which concerns itself with particular lines of development that one can resort to when discussing some special subject, like that of one's own major.

We shall proceed first by defining composition as that modern academic discipline teaching the "art" and "science" of writing that combines three specific ancient disciplines: grammar, rhetoric, and logic. This intensive course will stress the second of these disciplines, aiming at the quality of effectiveness in the art of writing. We assume students have a good knowledge of grammar—one of the scientific aspects of composition. (Students with severe mechanical problems in writing are thus cautioned against taking English 101 during the Interim.

One purpose of this course stressing invention is to make students aware that even though the chief reason for inarticulateness on certain subjects is the lack of experience or reading background, that inarticulateness often stems from an inability to look into a subject to "discover" what he already knows about the subject.

The ultimate purpose of the course is to go to the past to learn how to write exposition effectively, to go not only to the immediate past (the nineteenth century) but to the distant past to see what time-honored principles Aristotle teaches us about the "art" of communication.

BIBLIOGRAPHY: A Detailed Syllabus; a Brief Rhetoric or Book of Readings; Reserve books and magazines in Mortvedt Library.

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 12:00-2:00 p.m. daily, HA-210

630201 English 201
INTERMEDIATE COMPOSITION

4 semester hours
A. Eyler

Is there writing after 101? Emphatically, yes. In intermediate composition you further practice 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. The length and number will be determined individually with the instructor. In class we'll practice assigned exercises; out of class, you'll apply them to your papers. Not only will the instructor read your work, but you will read and discuss each other's papers as well. Here you will develop your strategies, increase your control, polish your style.

BIBLIOGRAPHY: Kane & Peters, *Writing Prose*.

REQUIREMENT FILLED: General University Core Requirement—writing, Major, Minor

GRADING SYSTEM: A, B, C, D, E—based on both skill and progress

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 8:00-10:00 a.m. daily, HA-208

630301 English 301
HAWAII: MYTHS AND REALITIES
(See off-campus listing)

630304 English 304
THE SCANDINAVIAN-AMERICAN IMMIGRANT EXPERIENCE IN LITERATURE
4 semester hours
P. Reigstad

The novels of O.E. Rolvaag record simply but powerfully the experience of Norwegian immigrants on the prairies of the Middle West. They are written out of Rolvaag's first-hand understanding of the problems as well as the opportunities facing newcomers to America. We shall begin the course by reading his best-known novels, *Giants in the Earth*, recognized as a minor classic in American literature, and *Peder Victorious*.

Three other Scandinavian novelists will be included: Johan Bojer, a Norwegian; Wilhelm Moberg, a Swede; and Sophus Winther, a Danish-American. Bojer's *The Emigrants* follows a group of Norwegians from the time they plan their departure until they have established a bustling rural community in North Dakota. Moberg's *The Emigrants* records the lives of Swedish immigrants who settle in Minnesota. Winther's *Take All to Nebraska* paints a grim picture of Nebraska prairie life for Danes who are nearly defeated in the struggle.

The final novel to be included is *O Pioneers!* by Willa Cather. Although not of Scandinavian descent herself, Cather sympathetically portrays the life of a Swedish girl, Alexandra Bergson, who through her intelligence and determination achieves success in what is definitely a man's world of farming in Nebraska.

The main emphasis will be on these immigrant studies as literary art rather than as historical records. The course is designed to fit in with the Scandinavian Studies program as well as to appeal to the general reader.

Assignments will include a paper to be presented to the class on a topic related to immigration and a final examination.

BIBLIOGRAPHY: Johan Bojer, *The Emigrants*; Willa Cather, *O Pioneers!*; Wilhelm Moberg, *The Emigrants*; O.E. Rolvaag, *Giants in the Earth* and *Peder Victorious*; Sophus Winther, *Take All to Nebraska*; plus reading according to individual projects.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, HA-214

698308 English/German 305
A GRAND TOUR OF EUROPE
(See off-campus listing)

630310 English 310
MODERN POETRY AND THE LANGUAGE OF THE PSALMS
4 semester hours
R. Jones

Some of the most powerful and moving language of our culture has survived time and translation and come to us as *The Book of Psalms*. Our appreciation should begin with the language and context of the original (guest speakers will help us here), proceed with forgivable haste through history and translations, and focus at last on how our own poetry still echoes these most ancient and extraordinary songs.

We shall read *The Psalms* in the King James (or Revised Standard) Version, with selected readings in other translations for comparison. We shall then investigate their influence on the language and style of modern poetry, especially Walt Whitman and Allen Ginsberg. There will be occasional exercises, a paper or special project (to be determined in consultation with the instructor), and an oral recitation. A knowledge of Hebrew is not required.

BIBLIOGRAPHY: King James Version of RSV, *The Old Testament*; Walt Whitman, *The Complete Poems*; Alan Ginsberg, *Howl, Kaddish*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

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

630440 English 440
SEMINAR:
WILLIAM CARLOS WILLIAMS
4 semester hours
D.M. Martin

Doctor and poet, William Carlos Williams led two intense and seemingly separate lives. As a doctor, Williams treated a million and half patients and delivered two thousand babies during forty years of practice in the industrial town of Rutherford, New Jersey. As poet, he used our language in original, unexpected ways to discover, and to create, a modern world which others claimed held no place for poets. Williams is not well known to the same public which canonized Robert Frost or T.S. Eliot, not having their gift for self-advertisement, but other writers always know and revere his poems: as one of them said, "Without him, one cannot account for contemporary American poetry." More than any other American poet of our century, Williams achieved a fusing of the practical concerns of husband, father, citizen, and professional with the aesthetic concerns of poet, novelist, critic, and biographer. That other great American original, Henry David Thoreau, would have approved.

Williams lived through nearly eighty years of the most exciting history of American art, including encounters with the writings of Ezra Pound, Joyce, Hemingway and a group of painters and photographers who were also enjoying the new landscape of urban, industrial America; these encounters are recorded in his unpretentious *Autobiography* with which we begin. From his work in prose-poem, we will read *Kora in Hell* and *Spring and All*.

Our reading will lead up to, then focus on, his great epic poem in five books, *Paterson*. Williams was not a professional poet and you need not be a professional reader of poems or a major in English to profit from him.

This is, however, an upper-division course intended for advanced students. The course will require reading in secondary sources and the preparation of a seminar research paper, so students should be able to spend a minimum of four hours each day working independently.

BIBLIOGRAPHY: William Carlos Williams, *Autobiography*, *Imaginations*, *Paterson*.

REQUIREMENT FILLED: General University Core Requirement

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: 1:00-3:00 p.m. daily, HA-212

632310 History 310
**FROM VIETNAM TO CENTRAL
AMERICA: RECENT
AMERICAN FOREIGN POLICY**

4 semester hours
J. Bermingham

The class will examine recent American foreign policy emphasizing relations with Third World nations. It will contrast the evolution of American intervention in Southeast Asia with that in Central America. The course will focus on the nature of American interests, the rhetoric of American policy, and the ramifications of American actions. In addition, we will assess the range of responses and resistance to American intervention. We will seek to understand the meaning and impact of recent American foreign policy for decision-makers, soldiers, refugees, citizens, businessmen, and those that did not survive. They will provide the human dimension of war and violence and of peace and diplomacy.

The class will meet on campus with classroom time devoted to lectures, discussion, films, and student projects. There will be an emphasis on student participation in panel discussions, role playing, simulations, and media presentations. Students will be encouraged to work together in small groups.

Evaluation will be based on group or individual project presentations, class discussion, and each student's short paper summarizing the project in which he/she participated.

BIBLIOGRAPHY: Al Santoli, *Everything We Had*; Wm. Shawcross, *Sideshow*; Marvin Gettleman, et.al., *El Salvador*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$10 per student for films

MAXIMUM ENROLLMENT: 35

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

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 include lectures, discussions, and films. Students will be evaluated by written preparation of study questions for the discussion sessions and 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: \$10 film fee

MAXIMUM ENROLLMENT: 80

MEETING TIME AND PLACE: 3:00-5:00 p.m. daily, IN-100

632313 History 313
**THE NOVELIST AS HISTORIAN:
FOUR AMERICAN EFFORTS**

4 semester hours
K. Malone

It has been argued that great historians are failed novelists. It is certain that some of the best American history has been written by novelists. This course will explore the craft of the historian—the task of recreating, interpreting and giving meaning to the past—as practiced by four of America's greatest writers. We will examine the novels as products of their own times, and thereby investigate the ways in which contemporary problems define the questions any generation asks of the past. We will also look at the way novelists employ the "usable past" to define and consolidate a national self-image. These four novels are works of history as well as events of historic significance in their own right, and as such, should help us delineate the dividing line between history and fiction and the role both have played in the creation of American national consciousness.

The class will meet five days a week on campus, with classroom time devoted to lectures, discussion, films, slides and student project presentations. Each student will be asked to select a particular incident or scene from the novels, and use it to assess the success of the novelist in question as a historian. Their conclusions will be presented to the class orally.

Evaluation will be based upon class participation, oral presentations of individual projects and a short paper summarizing the results of each project.

BIBLIOGRAPHY: Nathaniel Hawthorne, *The Scarlet Letter*; James Fenimore Cooper, *The Pioneers*; William Faulkner, *Absalom, Absalom!*; Joseph Heller, *Catch-22*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, X-112

698316 Communication Arts/History 316
**THE SIXTIES:
FROM JFK TO WOODSTOCK**
(See interdepartmental listing)

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 Crammer 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 Ancient Constitution and the Feudal Law*), and extensive discussion about 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*; J.G.A. Pocock, *The Ancient Constitution and the Feudal Law*; Lawrence Stone, *The Causes of the English Revolution*.

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-3:30 p.m. daily, X-112

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

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

BIBLIOGRAPHY: Tom Humphries, Carol Padden, Terrence J. O'Rourke, *A Basic Course in American Sign Language*; *How Do You Dance Without Music*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 2:00-5:00 p.m. daily, HA-206

698308 English/German 305
A GRAND TOUR OF EUROPE
(See off-campus listing)

640310 Languages—French 310
**CHATEAU LIFE AND COMMON
FOLK IN RENAISSANCE
FRANCE**

(See off-campus listing)

654307 Languages—Spanish 307
**HISPANIC CULTURE, COOKING
AND CONVERSATION**

4 semester hours

L. Faye

This course will consist of two parts: accelerated language learning and an overview of the cultural realities of the Hispanic world.

The language component will be concentrated and at the elementary level, starting with the BASICS in both pronunciation and conversational phrases and structures. Some special situational vocabulary will be introduced for those interested in the areas of business and finance, medicine, law enforcement and social work. Specialized workbooks in these areas will be made available. There will also be tapes on reserve for extra drill in pronunciation and conversation. Oral skits to be presented periodically will enliven classroom conversational practice.

The cultural component of the course will include a variety of units, concerning both historical development, important to an understanding and appreciation of the Hispanic cultures, and contemporary daily living. Who is the Spaniard? Who is the Chilean? What is important to the Hispanic? Why are the terms *individualismo* and *regionalismo* so vital in the Hispanic concept of life? We will deal with these questions, as well as sample Hispanic contributions to western culture in areas of art, music and literature.

As part of the cultural component, students will prepare, explain and consume various types of Spanish and Latin American dishes, such as the famous *paella valenciana*, the *gazpacho andaluz* and the *empanada chilena*. Foods will be prepared weekly in conjunction with the class. There will also be slides, films and guest speakers from time to time.

Evaluation will be on the basis of class participation, performance in both oral and written assignments, and the presentation of a project or topic of study in line with the special interests of the student.

BIBLIOGRAPHY: Michener, *Iberia*; Jarvis, Lebrede and Mena, *Basic Spanish Grammar*; Jarvis and Lebrede, *Spanish for Communication Workbook*; Leonard, *Latin American Cooking*; Feibleman, *The Cooking of Spain and Portugal*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$12.00 food and film fee.

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, HA-216

652321 Languages—Scandinavian 321
VIKINGS AND EMIGRANTS

4 semester hours

A. Toven

This course will focus on highlights of Scandinavian history from the beginning to the present. Emphasis will be placed on periods and ways in which Scandinavia has contributed to world history. There will be readings in the original for majors, but the class will be conducted in English.

REQUIREMENT FILLED: University elective

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 2:00-4:00 p.m. daily, HA-216

636302 Mathematics 302
HISTORY OF SCIENCE

4 semester hours

K. Batker

This course is an adventure story of concept and practice, of world view and understanding, of theory and control of our physical environment. We will begin with ancient Greece's development of mathematics, cosmology, engineering, and medicine; through the Muslim preservation of Greek heritage; and proceed to the incredible scientific revolution of the 16th and 17th centuries. Next we will address the rise of national scientific traditions in the 18th century, and the use of science as an agent of both intellectual and industrial change in the 19th century. A look at some new fields and current philosophies of science in the 20th century will conclude the course.

The areas of astronomy, biology, medicine, physics, geology, chemistry, mathematics and technology will be studied and viewed in relation to each other as they developed across time.

There will be a mid-term and a final examination, and each student will write a paper on a topic in the history of science, to be arranged with the instructor.

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: 8:00-10:30 a.m. daily, OA-103

636303 Mathematics 303
**MATHEMATICS OF THE
20th CENTURY**

4 semester hours
M. Dollinger

Twentieth century mathematics has been characterized by exciting discoveries, development of far reaching new theories and solutions to long standing problems. This remarkable progress will surely continue well into the future. Since relatively little of this current research has reached the undergraduate curriculum, most students are unaware that mathematics, like other sciences, is an active field with new discoveries constantly being made. The two purposes of this course are (1) to give a brief survey of some of the more important mathematical advances of this century and (2) to convey the image of mathematics as a vibrant and expanding discipline.

The course will emphasize an intuitive understanding of modern ideas and results, and their relation to the historical development of mathematics. The course will not emphasize student solution of problems. Students will be expected to read a substantial number of expository and survey articles from scientific journals and collections of essays beginning with Hilbert's famous address to the International Congress of Mathematicians in 1900. Students will be expected to write one or two short papers, and there will be a final exam.

A partial listing of subjects to be covered (all necessarily briefly): Foundations, Number Theory, Axiomatics, Group Theory, Measure and Integration, Functional Analysis, Topology, Algebraic Geometry, Game Theory and Optimization.

BIBLIOGRAPHY: Readings will include selected expository articles from journals such as the *American Mathematical Monthly* and *Scientific American* and essays from a variety of books available in the library.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: A year of calculus is recommended. A student may substitute such alternate experience in mathematical thinking as a background in philosophy or history of mathematics.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, R-110

636312 Mathematics 312
**MATHEMATICAL PUZZLES AND
PARADOXES**

4 semester hours
J. Herzog

Mathematical puzzles and paradoxes provide an interesting way to introduce students to mathematical concepts. The simple mathematics underlying many puzzles, card tricks, apparent paradoxes, etc., will be studied. Many recreational mathematics books will be used as references. Types of puzzles studied will include those using logic, algebra, geometry, arithmetic, and probability. Students will devise mathematical puzzles of their own and submit reports on three recreational mathematics books. An exam consisting of puzzles to solve or explain will be given at the three-quarters point of the course. The almost infinite variety of puzzles available makes such a

course appropriate for students of varying backgrounds. Students who have gone into teaching have commented on the applicability of puzzles in the classroom.

BIBLIOGRAPHY: Gardner, *Mathematics, Magic and Mystery*, *The Scientific American Book of Mathematical Puzzles and Diversions*, *The Unexpected Hanging*, *Mathematical Carnival*; Schuh, *The Master Book of Mathematical Recreations*; Mott-Smith, *Mathematical Puzzles*; Loyd, *Mathematical Puzzles of Sam Loyd*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 40

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

656301 Music 301
**A CULTURAL TOUR OF
NEW YORK CITY**

(See off-campus listing)

656302 Music 302
MUSIC IN THE MONASTERY

4 semester hours

J. Rickard, Exchange Professor from
University of Redlands

This course will trace the development of the prayer hours of the early Christian Church—namely, Matins, Lauds, Prime, Terce, Sext, None, Vespers and Compline. Intensive study will be made as to the historical development and significance of these prayer hours as they developed in the monastic communities during the Middle Ages. A major emphasis of this study will be the music that was a part of the recitation of these hours. In-depth surveys of psalm tones, responsories, office hymns, antiphons, versicles and responses and other musical and textual forms associated with the liturgy of these hours will give the student a working knowledge of their structure and form. The practical application of this study will be in the compilation of a breviary—a collection of appropriate texts and music for the presentation of Matins, Diurnum (the contemporary noon prayer hour), Vespers and Compline throughout the last week of Interim. Field trips to local monastic communities will further provide the student with both historical and contemporary perspectives of the theological implications of the daily prayer cycle and its relevance to 20th century life styles.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 12:00-2:00 p.m. daily, HA-214

656303 Music 303
INTRODUCTION TO PIANO

4 semester hours

G. Gilbertson

Piano and music study for two levels of beginners; those with no previous experience in music and those who have had the equivalent of music fundamentals or some previous music lessons and who wish to increase their previously-gained knowledge and skill.

The student should plan to spend one-and-one-half hours daily in full class attendance, two hours per day in individual practice, and two one-hour sessions per week in sectional lab performance. Additional time will be provided for individual help. Each student is to keep a notebook record of information collected, of music listened to, and an evaluation response.

The daily, full-class meetings are to acquaint the student with the characteristics of the period of music represented in present-day concert repertoire. To accomplish this, the student will acquire pertinent information concerning the music, will listen to typical music both recorded and live (live performances may amount to as many as 18 different works during the month). Attention will be given to artistic expression with even a limited technique; to historical matters; social, economic, and political factors; and to acoustics of the piano.

In addition to the emphasis on keyboard music (organ, harpsichord works included) attention will be given to the analysis of the artistic and interpretive factor of certain standard and concert works of music media other than piano works.

The overall objective of the course is to develop understanding and appreciation of a significant segment of musical endeavor, with the added enhancement of the student's own physical, mental, and emotive endeavor in confronting the elusive truth of artist expression.

Evaluation is based one-half on performance, one-fourth on the notebook, and one-fourth on the final written examination. There will be opportunities for the student to engage in special projects.

BIBLIOGRAPHY: Standard class method books to be determined.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Students must have access to a piano. Students would find it difficult to take skiing in addition to this course.

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

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 10:30 a.m.-12:00 noon daily, E-227; 1:30-3:30 p.m. M-R, E-122

656305 Music 305
BEGINNERS BAND

4 semester hours

Staff

Beginning class instruction on any of the following instruments: flute, clarinet, saxophone, trumpet, French horn, trombone, baritone and tuba. Absolutely no experience or prior musical training is necessary. The University does have a limited number of instruments available; however, it would be best if students would find an instrument to use from friends, family or perhaps rental from a music store. The instructor will welcome any questions before Interim begins (Contact Music Department

Office, ext. 7601). It is important to have all instruments in working order, so the first class meetings can be used to start "playing." The only expense will be a class method book, reeds or oil.

BIBLIOGRAPHY: Standard class method book to be determined.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 9:30 a.m.-12:00 noon and 1:00-2:00 p.m. MTR, E-228

656309 Music 309
**MUSICAL ARCHITECTURE—
THE ART OF LISTENING**

2 semester hours

D. Hoffman

Classical music is the most difficult and demanding to listen to because of its length, variety, complexity, and lack of instant gratification. Unlike many other types of music, however, the rewards can become greater upon each subsequent hearing. While it combines aspects of both the visual or spatial as well as the dramatic arts, the former relationship is too often passed over in favor of the latter. To appreciate classical music, one's awareness must be partially redirected from the beauty of each passing moment to include an equal awareness of the large scale architectural and dramatic shapes which organize the music. The greatest obstacle to the understanding of a piece of new or unfamiliar music is the lack of comprehension of the overall design, the blueprint of the composer's intentions.

Specifically designed for non-musicians, the course will approach composers such as Bach, Mozart, Beethoven, Chopin, Brahms, etc., through directed listening, analysis, and discussion. Students will learn to follow along in a musical score (even though they can't actually "read" music) and adapt their customary style of listening to the demands of classical music. The reward will be the revelation of the architectural and dramatic shapes of the music and the relation of the sub-parts to the whole as well as the evolution of the composer from a historical, almost mythical figure to a living presence who makes his artistic "message" evident in any number of highly personal ways.

Evaluation will be based on class attendance and participation, the amount of outside listening done, and a personal listening analysis done during the final week of class.

BIBLIOGRAPHY: Selected scores and recordings of classical works.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 11:00 a.m.-1:00 p.m. MWR, E-122

656319 Music 319

INTENSIVE STUDY AND PERFORMANCE IN CHORAL/ INSTRUMENTAL MUSIC

4 semester hours

E. Harmic

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

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$100

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 9:00-10:30 a.m. daily, E-227; 10:30 a.m.-12:00 noon daily, X-201; 1:00-5:00 p.m. daily, E-227

664300 Nursing 300

BASIC MEDICAL MATHEMATICS

4 semester hours

J. Lingenfelter

A basic understanding of mathematics and its practical relationship to medication administration is vital to any student entering the field of medicine. This course is a beginning level offering to aid the student in reviewing their high school mathematics and learning to use simple algebraic formulas.

The topics to be included are as follows: fractions, decimals, ratios and proportions, abbreviations and computations. It will progress from the very simple to the more complex including all the steps necessary to correctly calculate dosages of medications from existing physician orders. The material will be presented in a lecture, question and answer format with daily assignments, weekly quizzes and a final exam. Grading will be based on test scores, class participation and assignment evaluation.

BIBLIOGRAPHY: Laura Hart, *The Arithmetics of Dosages and Solutions*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-4:30 p.m. daily, IN-122

664303 Nursing 303

NURSING MANAGEMENT OF THE CLIENT EXPERIENCING ALTERATIONS IN BODY IMAGE

4 semester hours

L. Normile

This course will

- explore the complex developmental nature of body image and its pervasive effects on life,
- recognize the effect of influential variables and factors which result from a changing health status,
- provide nursing management and promote adaptation to change and reintegration of the body image.

The subject matter will include societal attitudes about our "ideal image" as well as dramatic social change and its effects on body image perception. Identification of events such as mutilating surgery, rape, and problems created by advanced technology will be discussed in relation to altered appearance, control, and function of the body.

Special emphasis will be placed on the use of nursing process and levels of prevention. Students will develop a tool for assessment of body image alterations, then analyze, plan, implement and evaluate adaptation to reintegrating the body image. Didactic classroom experiences, group activities, observations in community agencies and a clinical experience with a body image altered client will provide the student with a comprehensive experience.

Topics will include development of body image throughout life, levels of bodily experience, visible and invisible assaults, environmental variables, influential factors, and nursing concepts and interventions to support reintegration of the body image.

A variety of settings with planned parenthood, cancer support groups, rape centers, rehabilitation and chronic care and home care facilities will be utilized.

Students will attend class 8 hours per week and have 16 hours per week in observation and care of clients. A paper and a final exam will evaluate progress in the course.

BIBLIOGRAPHY: Sister Kathleen Black, *Short Term Counseling: A Humanistic Approach for the Helping Professional*; selected periodicals.

REQUIREMENT FILLED: Interim

COURSE LEVEL: The course is designed for majors or advanced students. Students must have completed Level II.

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

MAXIMUM ENROLLMENT: 10

MEETING TIME AND PLACE: Class 8:00 a.m.-12:00 noon MW, IN-122. Clinical 7:00 a.m.-12:00 noon TR, 8:00 a.m.-2:00 p.m. F

664311 Nursing 311
SURGICAL INTERVENTION
4 semester hours
F. Gough

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

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

Students will be evaluated by written work and clinical performance.

REQUIREMENT FILLED: Interim

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

COURSE LEVEL: Advanced

GRADING SYSTEM: P, NC

COST IN ADDITION TO TUITION: Transportation and meals.

MAXIMUM ENROLLMENT: 10

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

664312 Nursing 312
**WELLNESS REVOLUTION: LIFE
STYLE CHOICES FOR
TOMORROW**

2 or 4 semester hours
E. Meehan/S. Aikin

This course is designed for people who wish to live to be a hundred! There is an increasing emphasis on wellness today and everyone has a personal concept of wellness. In this course, the participants will have a chance to refine their personal philosophies of wellness based on scientific principles. They will become aware of the fascinating way in which their bodies operate and discover techniques to improve the body's efficiency. The physical and psychological effects of stress and effective coping strategies, relaxation, visualization, and biofeedback will be discussed.

We will also investigate common problems the adolescent and post-adolescent may encounter such as chemical abuse, suicide, accidents and sexual activity. Various methods for preventing these crises will be reviewed. Four major causes of illness in the adult and their treatment, coronary artery disease, stroke, diabetes, and cancer will be examined.

This course will also make the participant aware of diagnostic tests that can be performed at home, side effects which can occur when certain over the counter drugs are taken in combination, the latest information on healthful nutrition, and the various services that different members of the health profession can provide. Students may earn two credits through the classroom activities and four credits with a practicum in addition to the classroom. The practicum will involve visits to four different social and health resource agencies in the community. Students enrolled for four credits will also prepare a short paper on each of their visits.

BIBLIOGRAPHY: Donald M. Vickery, *Life Plan For Your Health*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Individual costs for transportation to and from practicums—located in Tacoma-Pierce County.

MAXIMUM ENROLLMENT: 48

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon TR, IN-122 (lectures); 9:00 a.m.-12:00 noon MW, off-campus (lab)

664313 Nursing 313

**PLANNING FOR PARENTING:
CHOICES FOR
CHILDBEARING AND
CHILDBEARING AND
CHILDREARING**

4 semester hours

C. Hansen, M. Carpenter, M. Wilson,
M. Stavig

This course is designed to orient participants with the most recent information concerning childbearing and parenting options. Suited to both men and women, the course investigates traditional and non-traditional practices in current use and the research and resources available to support safe and rewarding choices.

Topics include physiological, psychological, ethical and legal considerations regarding: choices for parenting or non-parenting, contraception, genetic counseling, *in vitro* fertilization, surrogate mothers, and alternatives for childbearing and childrearing. Students will explore approaches to discipline, how and when to facilitate development, and how to integrate societal changes into family experiences. The impact of increasing numbers of single parent families, greater use of day care facilities, more involvement with technology in the home, and the changing expectations for male and female roles will be examined in the context of parenting decisions.

In addition to attending class, students will participate in a group or an individual project and visit 1 selected local program or agency weekly.

This course is open to students in all majors.

BIBLIOGRAPHY: Pringle, *A Fairer Future for Children*; Bradshaw et. al., *Counseling on Family Planning and Human Sexuality*; Holmes et. al., *Birth Control and Controlling Birth*; Grobstein, *From Change to Purpose*; *A Conversation with Dr. Leon Kass*; Lyttle, *Nursing of Women in the Age of Liberation*; Arms, *Immaculate Deception*; Berkowitz et. al., *Handbook for Prescribing Medications During Pregnancy*; Coleman, *Earth Father, Sky Father*; Kenneth Keniston, *All Our Children*; Rudolf Dreikurs, *Children the Challenge*; T. Berry Brazelton, *Infants and Mothers*; Dorothy Briggs, *Your Child's Self-Esteem*; Dalton, *How to Discipline With Love*; Thomas Gordon, *Parent Effectiveness Training*; Erik Erikson, *Childhood and Society*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 32

MEETING TIME AND PLACE: 6:00-9:30 p.m. TR,
IN-116

666101 Philosophy 101

**PHILOSOPHICAL ISSUES:
PHILOSOPHY AND
RELIGIOUS SECTS**

4 semester hours

G. Myrbo

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

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

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

BIBLIOGRAPHY: Robert Ellwood, *Religious and Spiritual Groups in Modern America*; Marshall Kilduff, *The Suicide Cult*; Walter Martin, *The New Cults*; Arthur Minton, *Philosophy: Paradox and Discovery*.

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 20

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

666125 Philosophy 125

**MORAL PHILOSOPHY:
THE MEANING OF LIFE**

4 semester hours

J. Nordby

The question of life's meaning is as old as human rationality. In this course we shall examine this question in light of alternative views of human moral responsibility. We shall use the characters and moral situations depicted by authors like Barth, Camus, Ibsen and Koestler to raise specific questions about moral responsibility and life's meaning. We shall then consider ethical relativism and the ethical theories of the Stoics, Plato, Aristotle, Mill and Kant to help understand alternative answers to this question from the moral point of view.

Students will attend small group discussion sections and lectures, write answers to a series of study questions on the reading, and prepare an open-book, open-notes take-home exam due the last day of the class.

BIBLIOGRAPHY: John Barth, *The Floating Opera*; Albert Camus, *The Stranger*; Henrik Ibsen, *An Enemy of the People*; Arthur Koestler, *Darkness at Noon*; Porter, *The Good Life*.

REQUIREMENT FILLED: General University Core Requirement

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

COST IN ADDITION TO TUITION: \$7.50 film fee.

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-4:00 p.m. daily,
HA-202

666314 Philosophy 314

HIGH TECH HUMANISM

4 semester hours

C. Huber

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

What are the prospects that humans will adapt successfully to the "information revolution?"

In this course we shall study the nature and effects of the revolution already underway. A ten part video series, "The Computer Programme," is a major component of the course. Accompanied by a text and study guide, this portion of the course explains the nature and functions of computing, programming, and their applications. We will use computers in the course as aids in instruction and practice.

The second major component of the course will address the implications of technology for culture, with particular attention to the effects on moral and religious values, social organization, and politics. Although Humanism seems threatened by the impersonality of much technology, possibilities are created for new and more profound expressions of the human spirit. We shall explore these promising prospects.

Two tests, computerized quizzes, and class discussion complement the video series as instructional components.

BIBLIOGRAPHY: *Computer Programme Study Guide*, Capron and Williams; *Computers and Data Processing*, Bradbeer, DeBono and Laurie; *Beginners Guide to Computers*, Mitcham and Mackey; *Philosophy and Technology Readings*, Frates and Moldrup; *Computers and Life*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: No previous knowledge of computers.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Possible cost for personal copies of floppy disks \$5-10.

MAXIMUM ENROLLMENT: 20

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

ACTIVITY COURSES

668100 Physical Education 100 PERSONALIZED FITNESS PROGRAM

1 semester hour
Staff

COST IN ADDITION TO TUITION: \$5.00
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 11:00 a.m.-12:15 p.m.
M-R, 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 A - F H

668204 Physical Education 204 BOWLING

1 semester hour
Staff

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

668208 Physical Education 208 SKIING

1 semester hour
C. Phillips

COST IN ADDITION TO TUITION: \$60.00 (non-
refundable) course fee plus lift fees. Students must provide
own equipment.
MAXIMUM ENROLLMENT: 150
MEETING TIME AND PLACE: Lecture meeting times:
7:30 p.m. January 3, 9, 16, 23, HA-101; Six slope ses-
sions: 12:30-10:00 p.m. January 4, 5, 11, 12, 18, 19

668210 Physical Education 210 SLIMNASTICS

1 semester hour
K. Hemion

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

668225 Physical Education 225 CO-ED VOLLEYBALL

1 semester hour
Staff

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

668302 Physical Education 302 EXERCISE LEADERSHIP TRAINING FOR COMMUNITY FITNESS PROGRAMS

4 semester hours
G. Chase

Exercise appears to have an appropriate and accepted role in community programs, both public and private. This offering will concentrate primarily on the training strategies for potential exercise leaders in the expanding health-related fitness market. An analysis of the theoretical basis for these strategies will be presented. Course content will explore functional anatomic, physiologic, and biomechanic models as constructs for development of various training strategies.

Topics will include: managing the active participant, compliance and adherence strategies, exercise testing and prescription. The course will also feature the latest training requirements by the American College of Sports Medicine for exercise specialists in preventive rehabilitative medical programs.

Students will be asked to develop exercise training routines and supply resource information to support the methodology. Evaluation will be based on creativity, functional utility, and application(s) to targeted "need group".

BIBLIOGRAPHY: Falls, Baylor, & Dishman, *Essentials of Fitness*; The American College of Sports Medicine, *Guidelines for Graded Exercise, Testing, and Exercise Prescription*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, EC-17 & EC-Gym. In addition, students will be required to intern an additional 4 hours each week in health-related fitness programs.

668304 Physical Education 304
**THE OLYMPIC GAMES &
AMATEUR SPORTS IDEALS**

4 semester hours
D. Olson

In a quest for meaning, values, and understanding of contemporary sports participation, we can profit from an analysis of the Olympic Games and the early Greek ideal of a "sound mind in a sound body". This course will examine the history, organization, purposes, and principles of the Olympic Games, an analysis of the "Golden Age" of Greece, and a study of present day amateur sports. Class activities will include lectures; discussion; movies; tapes; guest appearances of former Olympic coaches and athletes, amateur sports administrators, and high school and collegiate athletic directors; and a review of current literature. Class members will be evaluated on one major class presentation, a written report of this oral presentation, reviews of three current articles, and a collection of reactions to movies, articles, and current happenings.

BIBLIOGRAPHY: Gene Glader, *Amateurism & Athletics*; Jeffrey Segrave and Donald Chu, *Olympism*; U.S. Olympic Committee (periodical), "The Olympian".

REQUIREMENT FILLED: Interim and Coaching Minor.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, O-105

668305 Physical Education 305
WOMAN AS A COMPETITOR

2 semester hours
S. Officer

This class will examine the woman in a competitive situation. Why do women compete, and what effect does competition have on women? While the course will emphasize women in athletic competition, the material is applicable to women who compete in all phases of life.

Topics will include: 1) history of women in sport, 2) psychological dimensions of female competition, 3) the social context of women in sport, 4) shaping of the female athlete, 5) the educational environment, 6) the influence of the government and mass media.

There will be readings from a variety of books and periodicals. Evaluation will be based on class participation from these readings, and two papers on selected topics.

BIBLIOGRAPHY: Boutiller and SanGiovanna, *The Sporting Woman*; Harris, *Woman and Sport: A National Research Conference*; Gerber, Feshen, Berlin and Syrick, *The American Woman in Sport*; Ogelsby, *Woman and Sport: From Myth to Reality*; Hart, *Sport in the Socio-Culture Process*; Magill, Ash, and Smoll, *Children in Sport*; Schoo, *The Athletic Revolution*; Landers, *Psychology of Sport and Motor Behavior*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 10:30 a.m.-12:30 p.m. M-R, HA-209

668306 Physical Education 306
THE EXPEDITION EXPERIENCE
(See off-campus listing)

668307 Physical Education 307
SPORT PSYCHOLOGY

4 semester hours
C. Hacker

The mind is the last frontier of sport performance research. For that reason, this course attempts to convey what is known, what is currently being investigated, and what needs to be studied in the future in sport psychology. Discussion topics include: stress management techniques, mental rehearsal strategies, dynamics of personality in sport, competition, aggression, motivation, team cohesion, attribution and socialization. The course is a critical analysis of past and present practices in the emerging science of sport psychology. Evaluation will be done on a contract basis including class discussion, participation in classroom projects and a written comprehensive review of literature in student-selected topics.

BIBLIOGRAPHY: Robert M. Nideffer, *The Ethics & Practice of Applied Sport Psychology*; Bryant J. Cratty, *Social Psychology in Athletics*.

REQUIREMENT FILLED: Interim; Will fulfill coaching minor and physical education requirement.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 12:00-2:00 p.m. daily, OA-104

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

COST IN ADDITION TO TUITION: Small charge on handout material.

MAXIMUM ENROLLMENT: 30 students

MEETING TIME AND PLACE: 8:30-10:00 a.m. daily, OA-105

668310 Physical Education 310

DANCE TECHNIQUE AND CHOREOGRAPHY

4 semester hours

M. Seal

This dance workshop is designed to provide daily movement opportunities in the areas of dance technique, improvisation and choreography. It is an intense time in which dance philosophies will be shared and explored. We will be broadening our cultural experiences by attending off campus dance concerts, classes, and lectures. There may be two additional charges (optional) for concert and class to be announced during the course.

BIBLIOGRAPHY: Rollo May, *The Courage To Create*; Doris Humphrey, *The Art of Making Dances*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 12:30-2:30 p.m. daily, EC-Gym; There will also be outside rehearsals and attendance at dance events.

668311 Physical Education 311

FAMILY CENTERED CHILDBIRTH

4 semester hours

P. Hoseth

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

The course will consider the following areas: (1) anatomy and physiology of reproduction, pregnancy, labor and delivery; (2) prepared childbirth using Lamaze and other techniques; (3) emotional changes during pregnancy; (4) anesthesia; (5) postpartum; (6) breast feeding; (7) midwifery; (8) family planning; and (9) infant care.

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

BIBLIOGRAPHY: Handbook of the Childbirth Education Assoc. of Tacoma, *Toward A Better Beginning*.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

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

698312 Physical Education/Education 312

HYPERACTIVE CHILDREN

(See interdepartmental listing)

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 outside speakers will consider food supplements, nutritional requirements, pre-event nutrition, weight control, use of water, drugs, oxygen, sugar, blood doping, and other ergogenic aids. Students will do a presentation.

BIBLIOGRAPHY: Selected readings from articles.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 10:30 a.m.-12:00 noon daily, OA-103

674305 Physics/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 and emphasize a basic understanding of circuits. Areas of study may include transistors, operational amplifiers, active filters, voltage regulators, precision circuits, digital and analog electronics, microprocessors, high frequency techniques, and signal processing. Beginning at a level suitable for those with no previous exposure to electronics (even electricity), the goal of the course will be to reach the point where the student is considered knowledgeable in the fascinating world of electronics.

Assigned readings in the text will be required of all students. Lecturing during lab time will be kept to a minimum. Laboratory time will be devoted to working through the manual which is designed to accompany the text. Students who wish to attempt an Honors grade will be expected to propose and implement a small design project. Projects are limited only by imagination in selecting what can realistically be accomplished in a couple of weeks, by the cost of needed components, and by whatever general instruments are on hand. Students who seek only to fulfill the Interim Requirement will not be expected to carry through a project to receive a Pass grade.

Daily laboratory notebooks will be kept by all students, and weekly quiz-like "exams" will be given as pacing aides. Grades will be assigned on the basis of daily laboratory participation, completeness of the laboratory notebook for the total Interim, and the quality of the selected project for those students who try for an Honors grade.

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

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: This course is open to all students, but it is suggested that those registering have at least the equivalent of PLU Math 133 (high school level algebra/trig.).
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$20 per student for laboratory fees
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, and 1:00-4:00 p.m. M-R, R-112

676307 Political Science 307
**JUSTICE IN THEORY
AND PRACTICE**

4 semester hours
Y. Huggins-McLean

Justice is considered fundamental to American jurisprudence. It is justice which allegedly protects our civil rights and liberties and engenders respect for the law. The belief that courts do justice is what gives the law its civilizing force.

This course will critically examine various philosophical, sociological and jurisprudential views on justice. Students will then observe civil and criminal proceedings in the state and federal system to determine if justice is actualized in the courts. In addition to introducing students to the language of the law, this course offers the opportunity to critique the function and structure of the judiciary.

Evaluations will be made on the basis of class participation and attendance, one quiz, and a project paper.

BIBLIOGRAPHY: Herbert Jacob, *Justice in America*.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: Students will be expected to provide their own transportation to court.
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, X-114

676315 Political Science 315
**WASHINGTON WINTERIM '84:
THE MAKING OF A
PRESIDENT**

(See off-campus listing)

676318 Political Science 318
WORK IN GOVERNMENT
4 semester hours
R. Olufs

The purpose of the course is to explore the nature of government work as a career and as an issue for informed citizens who must judge the scope and effectiveness of government. Students contemplating a career in government should understand the special limitations and challenges of public employment. Compared to private sector employment, work in government is not readily summarized according to profitability, is constrained by constantly changing legislation, has different accountability procedures, and requires constant attention to political factors that affect particular jobs and projects.

Citizens need informed opinions about government, but the information needs to cover more than general policy directions of executives and legislation. Knowledge of how government operates helps citizens evaluate the feasibility of programs and promises of elected officials.

Students will study the jobs of government managers and their subordinates through readings, discussion and lecture, and will hear guest speakers who are currently employed in government. There will be frequent written assignments with narrative evaluations.

BIBLIOGRAPHY: James Perry and Kenneth Kraemer, *Public Management*; Lawrence Lynn, *Managing the Public's Business*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, M-R, HA-117

698305 Education/Sociology/
Psychology 305
**LEADERSHIP: THEORY AND
PRACTICE OF LEADERSHIP
AND GROUP BEHAVIOR**
(See interdepartmental listing)

678309 Psychology 309
PSYCHOLOGY AND THE LAW
4 semester hours
Staff

Students who are preparing for a career in one of the social service professions will find this course invaluable. The goal of the course is to provide a broad exposure to the many issues that fall within the area of mental health law. Specific objectives are to give skills and knowledge that are practical, useful, and necessary in the professional counseling field. Such questions as the following are addressed: What do I do if my client threatens suicide? Can I be sued for negligence? What do I do if my client threatens the life of another person? Are communications to me by my client privileged? What is my role as a witness in court if subpoenaed? What laws should I know regarding commitment of persons to a mental hospital? What do the terms "insane" and "incompetent" mean?

These questions as well as many other issues in forensic psychology are investigated through lectures, video-tape presentations of court proceedings, class discussion and text material. The course is relevant to a wide variety of career routes, including majors in psychology, sociology, anthropology, social work, business, pre-law and nursing. If time permits, field trips will be scheduled to acquaint students with agencies currently working with these topics and issues. Students are evaluated in the course by one quiz and a final examination. Students may elect to complete a research paper or special project for Honors credit.

BIBLIOGRAPHY: R.L. Schwitzgebel and R.K. Schwitzgebel, *Law and Psychological Practice*; W.E. Barton and Charlotte J. Sanborn, *Law and the Mental Health Professions*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 6:30-9:30 p.m. TWR, HA-213

678318 Psychology 318
**INVOLVEMENT IN A
THERAPEUTIC COMMUNITY**
4 semester hours
E. Severtson

Through first-hand experiences at Western State Hospital, a student can gain a deepening knowledge of the kinds of patients and methods of treatment used at this facility and have an opportunity to associate with professionals from various mental health disciplines.

The implementation involves students working in small groups in a variety of units at Western State Hospital. Students work directly with patients, attend staff conferences, consult with staff at Western State Hospital, and consult with the PLU faculty. Collateral reading is required. In addition, each student keeps a "log" of his/her experiences and reflections on same.

BIBLIOGRAPHY: M.M. Berger, *Working With People Called Patients*; W. Glaser, *Reality Therapy*; H. Green, *I Never Promised You A Rose Garden*; K. Kesey, *One Flew Over the Cuckoo's Nest*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Students must provide own transportation to Western State Hospital—car pools suggested.

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 2:00-4:00 p.m. Jan. 3 only, HA-208. After first day, class meets every day for four hours at Western State.

680251 Religion 251
INTRODUCTION TO THEOLOGY
4 semester hours
M. Poellet

Theology is a radical and revolutionary enterprise for it dares to redescribe and interpret reality from the basis of God's relationship with human beings. "Introduction to Theology" is an academic venture which begins this daring and risky undertaking. This effort entails a close and careful reflection upon issues that arise from the Christian faith and experience as it addresses the question of God's relationship to humanity by dealing primarily with what is believed about God and God's love through what can be known of Jesus Christ. This course will not provide a complete, air-tight conceptual system. Rather, it is thoughtful, responsible, human reflection on what kind of coherent meaning and relevance is to be perceived in that mysterious, incomprehensible phenomenon of God's love for us in Christ Jesus. This theological reflection and interpretation of reality is continually tested by several criteria, among them consistency and comprehensiveness, fruitfulness for living, congruity with experience, compatibility or conflict with other interpretations of reality and existence.

Some of the issues that the course will deal with are the nature of God; creation; the human being; sin and the problem of evil; Christ and salvation; revelation, scripture; the Holy Spirit, the church, and the sacraments. Attention will also be focused on some of the main historical and contemporary challenges to the Christian theological tradition.

BIBLIOGRAPHY: Peter Hodgson, *Christian Theology*; Gerhard Ebeling, *The Study of Theology*, Leo Tolstoy, *The Death of Ivan Ilych*; *The Holy Bible*, the Revised Standard Version, (The Oxford Annotated Bible is recommended).

EVALUATION: Three, 3-5 page "thought" papers, mid-term and final exams.

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 35

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

698301 Chemistry/Religion 301
**PEACE STUDIES AT
HOLDEN VILLAGE**
(See off-campus listing)

680312 Religion 312
**GOD AND FAITH IN
AUTOBIOGRAPHY**

4 semester hours

C.W. Holte, Exchange Professor from
St. Olaf College

The lives of great persons remind us of many things, of dramatic struggles, challenges, growth and development. There is a great wealth of biographies and autobiographies from which to draw for fascinating reading, and many of

these sources have special contributions to make to our understanding of the Christian faith and the religious quest.

This course will be more response-oriented than research-oriented. There are five required reading texts, with varied settings, styles and focuses. The autobiographical works will be studied as examples of personal reflection on the great issues of our human life.

As an introduction we shall read Dag Hammarskjold's *Markings*. The journal form of this always popular book will give us a model for our own journal writing, as the ongoing personal response to these readings. These journals will remain the private property of the student, but periodic generalized reports of the journals will be expected.

Ayako Miura is a contemporary woman poet and novelist in Japan. Her story, recorded in *The Wind Is Howling*, tells in moving fashion of her struggles to find a meaningful faith and life in post-war Japan. Her limited Buddhist background was eventually replaced by a deep, tested Christian faith. Her long struggle with tuberculosis is only one aspect of a variety of sufferings she endured in those years.

C.S. Lewis is known to British and American readers twenty years after his death as the imaginative writer of the Narnia stories, of a space trilogy with deep religious issues, and a wealth of very popular writing on problems of faith and life. In *Surprised by Joy* Lewis responded to the requests of friends who valued the record of his coming to the Christian faith after a youthful period of atheism. The familiar theme of the "Hound of Heaven" pursuing him until he responds in simple trust is a central motif in his account.

Although many students are terrified at the prospect of trying to read any work by the great theologian, Paul Tillich, his *Dynamics of Faith* opens up to close reading and discussion. His terminology seems artificial to many, but the result of familiarity with his terms is a valuable new clarity in defining the complex character of sincere Christian faith.

Dietrich Bonhoeffer is an authentic twentieth century martyr for the faith. His *Letters and Papers from Prison* is a remarkable collection of revealing writing. Imprisoned by the Nazi regime under suspicion of involvement in an attempt to assassinate Adolf Hitler, Bonhoeffer used the isolation time in prison to give us some of the deepest, most probing commentary on the questions of the Christian vocation, on the way one must decide the proper response to the demands of government, especially in wartime. The personal stresses to which he was subjected, loneliness, self-doubt, frustration, are candidly portrayed in these memorable materials.

BIBLIOGRAPHY: C.S. Lewis, *Surprised by Joy*; Paul Tillich, *Dynamics of Faith*; Dag Hammarskjold, *Markings*; Ayako Miura, *The Wind is Howling*; Dietrich Bonhoeffer, *Letters and Papers from Prison*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

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

698315 Chemistry/Religion 315
**OUR HUMANNESS:
BIOCHEMICAL,
THEOLOGICAL, AND
BEHAVIORAL HERITAGE
AND POTENTIAL**
(See off-campus listing)

680353 Religion 353
**THEOLOGICAL STUDIES:
THE PROBLEM OF EVIL**
4 semester hours
D. Knutson

The problem of evil is perennial in human history, but perhaps in the 20th century it has become especially poignant and public. Most dramatically symbolized in the Holocaust of World War II and the current threat of nuclear war, the problem raises serious questions about the destiny of humans and belief in God.

In this course we will first seek to encounter the experience of evil as it is described and portrayed in such works as the Old Testament's *Job*, Archibald MacLeish's *J.B.* (a poetic drama about a modern-day Job), Elie Wiesel's *Night* (an autobiographical essay on the Nazi concentration camps), Jonathan Schell's *The Fate of the Earth* (an imagined construction of the consequences of global nuclear conflict), and the film *Night and Fog*. Students will also be encouraged to contribute to the discussion through accounts of their own experience of evil and human suffering. A second dimension of the course will concern the ways in which we express, symbolize, and conceptualize evil. Included here will be the classical Christian tradition (e.g. Augustine, Luther) and Ingmar Bergman's film *Shame*. Finally we will focus on the question of theodicy, namely how can one understand God in the face of both natural and moral evil? Traditional Christian theodicies will be examined (e.g. Augustine, Irenaeus) as well as contemporary views (e.g. protest, process theology). Does the experience of evil mean that the power or goodness of God must be qualified? What implications does evil have for our understanding of human nature and the Christian faith?

The course will include lectures, but primary emphasis will be on class discussion of readings and films. Anticipated principal requirements are a mid-interim and final exam and a short paper.

BIBLIOGRAPHY: Archibald Macleish, *J.B.*; Elie Wiesel, *Night*; Jonathan Schell, *The Fate of the Earth*; Stephen T. Davis, *Encountering Evil*; A modern English translation of the Bible; Class hand-outs.

REQUIREMENT FILLED: General University Core Requirement

RESTRICTIONS OR PREREQUISITES: One course in religion or consent of instructor.

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

COST IN ADDITION TO TUITION: A nominal charge to cover the costs of reproducing hand-outs (not more than \$4.00) will be collected by the instructor.

MAXIMUM ENROLLMENT: 25

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

680490 Religion 490
**HOLINESS AND HEALING:
A FUTURE FOR
YOUR HEALTH?**
4 semester hours
S. Govig

"Those who are healthy" Jesus said, "have no need of a physician..." (Mk. 2:17). Health (wellness) is life as God intended it to be, and this course proposes to stimulate students in considering new ways of looking at the meaning of their health from a theological perspective.

We consider healing in the Bible first, with special reference to Jesus as a healer; second, historical dimensions of the health emphasis of denominations like Christian Science and Seventh Day Adventists; and third, current "Wholistic Health Care" efforts in the Lutheran Church.

To accomplish this, the following steps are planned:

- 1) interdisciplinary discussions with the Schools of Nursing and Physical Education and speakers from off campus as available;
- 2) lectures, class discussions and reports, films; and
- 3) student research in such areas as "Healing or Curing?", "Stress and Outlook of Life", "Faith Healing", "Christian Congregations as Health Concern Communities," "The Mentally Disabled: Today's Leper?", and others.

Class attendance required, exams as needed (oral or written) with a class report/paper on research. No "additional load" forms approved.

BIBLIOGRAPHY: Morton T. Kelsey, *Healing and Christianity*; Donald Dudley and Elton Welke, *How to Survive Being Alive*; Henri Nouwen, *The Wounded Healer*; Norman Cousins, *Anatomy of an Illness*; and Martin Marty and Kenneth Vaux, *Health/Medicine and the Faith Traditions*.

REQUIREMENT FILLED: General University Core Requirement

RESTRICTIONS OR PREREQUISITES: Tally cards required.

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

COST IN ADDITION TO TUITION: Film and honorarium fee \$15.00

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, HA-219

684303 Social Work 303
THE HUMAN SERVICES
4 semester hours
V. Hanson

This is a field observation-participation course offering first-hand experience in what it means to be a "helping person" within an institution structured to serve persons who are "different."

This is a course which emphasizes primarily experience in contrast to the traditional classroom structure. Students will be assigned to Rainier School, a state institution serving the "mentally retarded". No written work of a formal nature is required but students will be expected to keep a reflective log recording their feelings, perceptions, and questions. Attendance at Rainier School from 9:00 a.m.-3:00 p.m. daily is required.

One late-afternoon or evening orientation will be held for the students, with the PLU instructor and institutional personnel from Rainier, during the fall semester. Based on these sessions, students will be encouraged to indicate, if at all possible, their areas of interest so appropriate placements can be made at the institution. Insofar as possible, assignments to specific program areas at Rainier will correspond to the student's interests. Opportunity will be provided for seminars and group discussions.

Reading material of a current and historical nature will be provided to the students to complement the experience.

BIBLIOGRAPHY: David Rothman, *Discovery of the Asylum*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Shared transportation costs to Rainier School.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:00-10:00 a.m. first day only, EC-13

686301 Sociology 301
**POVERTY AND
UNEMPLOYMENT**

4 semester hours
J. Schiller

This course analyses the incidence of and government policies directed toward poverty and unemployment in the United States including comparisons with China, England, Israel, Sweden, Tanzania and the Union of Soviet Socialist Republics. The relationship between socio-economic structures, family structures, population structures, regional and urban population patterns and poverty and unemployment will be examined. Social justice and ethical dimensions will be considered. The impact of diverse kinds of governmental policies and philosophies upon unemployment and poverty will be discussed. Visiting faculty from economics, political science, religion, social work and sociology will enrich the course.

Students will do field research during the course. This will include various regional, state, city, county, public and private agencies and programs as well as the possibility of interviewing persons in poverty or unemployed.

Assignments will include an oral report and an examination, which will serve as the basis for evaluation.

BIBLIOGRAPHY: John Schiller, *The American Poor*; John L. Palmer and J.V. Sawhill, *The Reagan Experiment*; additional library readings.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 6:30-10:00 p.m. MTR, HA-200; additional field work required

686304 Sociology 304
SIMSOC: SIMULATED SOCIETY
4 semester hours
P. Harris

SIMSOC is a simulation game in which the student-players will create and maintain a society. Students will play the roles of captains of industry and workers, political leaders and followers, judges, travel agents, and newscasters. Students may work for the public welfare, or arrest other players, or consume munchies, or riot, or establish a government. Depending on the students, the society will prosper, or collapse. There may be peace, or revolution and war.

The goal of the game is to create, in a short time and a small space, social processes that occur over a long time in the larger world. Students will learn about those processes by reinventing them. Students will also learn about communication, trust, and leadership, and how they interact with power and resources.

The course work will consist of participating in the game, reading related theoretical materials, and writing a paper interpreting the experience of the game.

BIBLIOGRAPHY: William A. Gamson, *SIMSOC: Simulated Society*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 2:00-4:00 p.m. daily, OA-103, 104, 105, 106

698305 Education/Sociology/
Psychology 305

**LEADERSHIP: THEORY AND
PRACTICE OF LEADERSHIP
AND GROUP BEHAVIOR**

(See interdepartmental listing)

686306 Sociology 306

**COMPUTER APPLICATIONS IN
SOCIAL RESEARCH**

4 semester hours

B. Thompson

In recent years the application of computer techniques has become an integral part of information processing and data analysis. Developing competencies in research has, in many ways, meant developing competencies in computer skills. This course is aimed at students desiring to learn computer skills as they apply to research in government, industry and academic arenas. The purpose of this course is to explore existing computer software packages, with special emphasis on the Statistical Package for the Social Sciences (SPSS), which are designed specifically for the analysis of social data and to enable the student to access and utilize data files. The student will learn to analyze data generated from their own research as well as data generated from national surveys; for example, the Roper Center, the National Opinion Research Center (NORC), the National Center for Health Statistics, the Census Bureau and other agencies have data files which are available to the public.

The course will be divided into two components: a classroom lecture and discussion component and a laboratory component. During the classroom component participants will examine the more common statistical techniques used for analyzing social science data. For the laboratory component, participants will design programs, run and analyze data from the NORC data files (or a data set of their choice) using the SPSS program. The course will culminate in a term project based upon this analysis.

BIBLIOGRAPHY: Nie et. al, *An Introduction to SPSS*;
Zeller & Carmines, *Statistical Analysis of Social Data*.

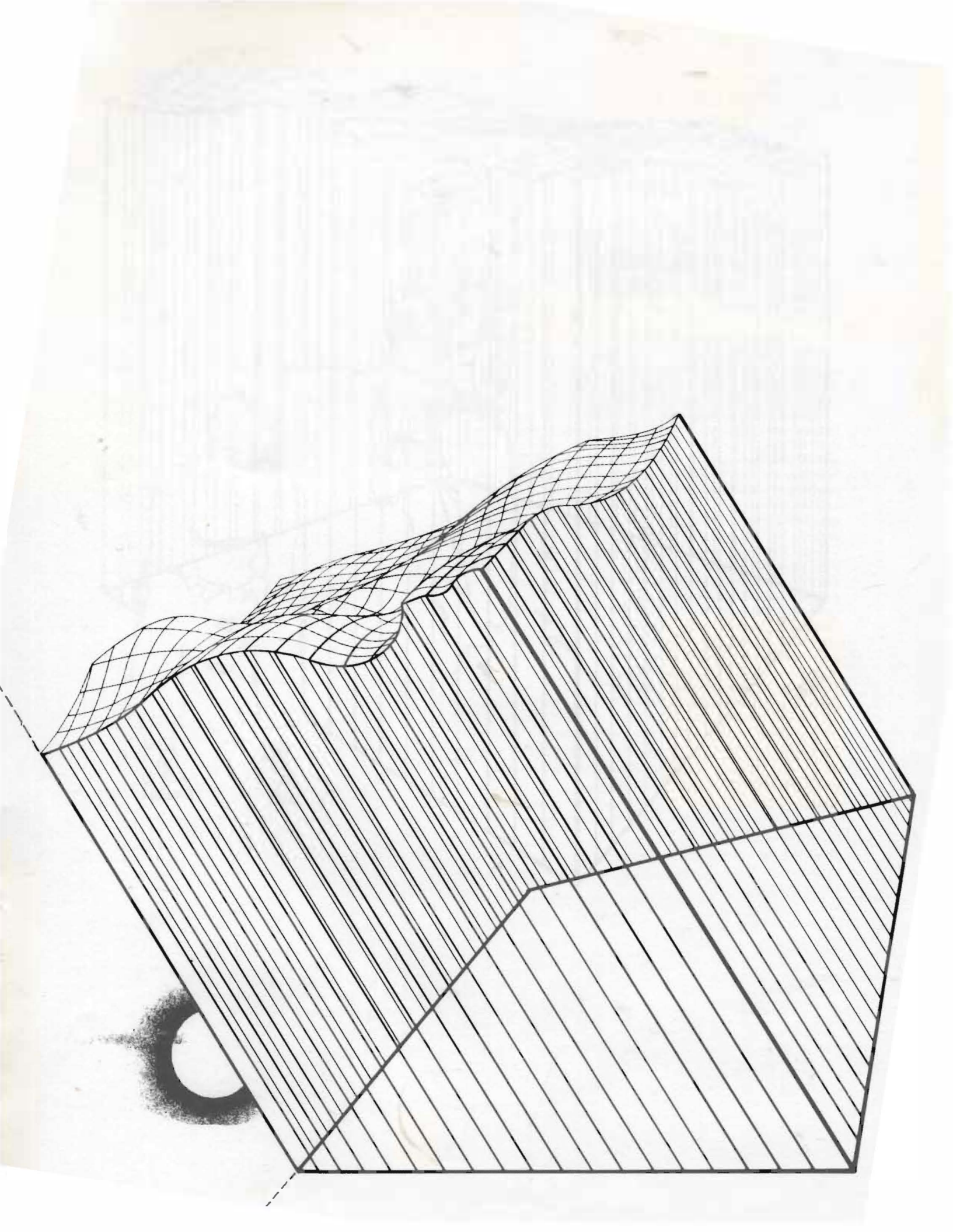
REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: A basic course in statistics is recommended or permission of instructor.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 6:00-8:30 p.m. M-R,
HA-206







Judith Carr
Interim Director

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