

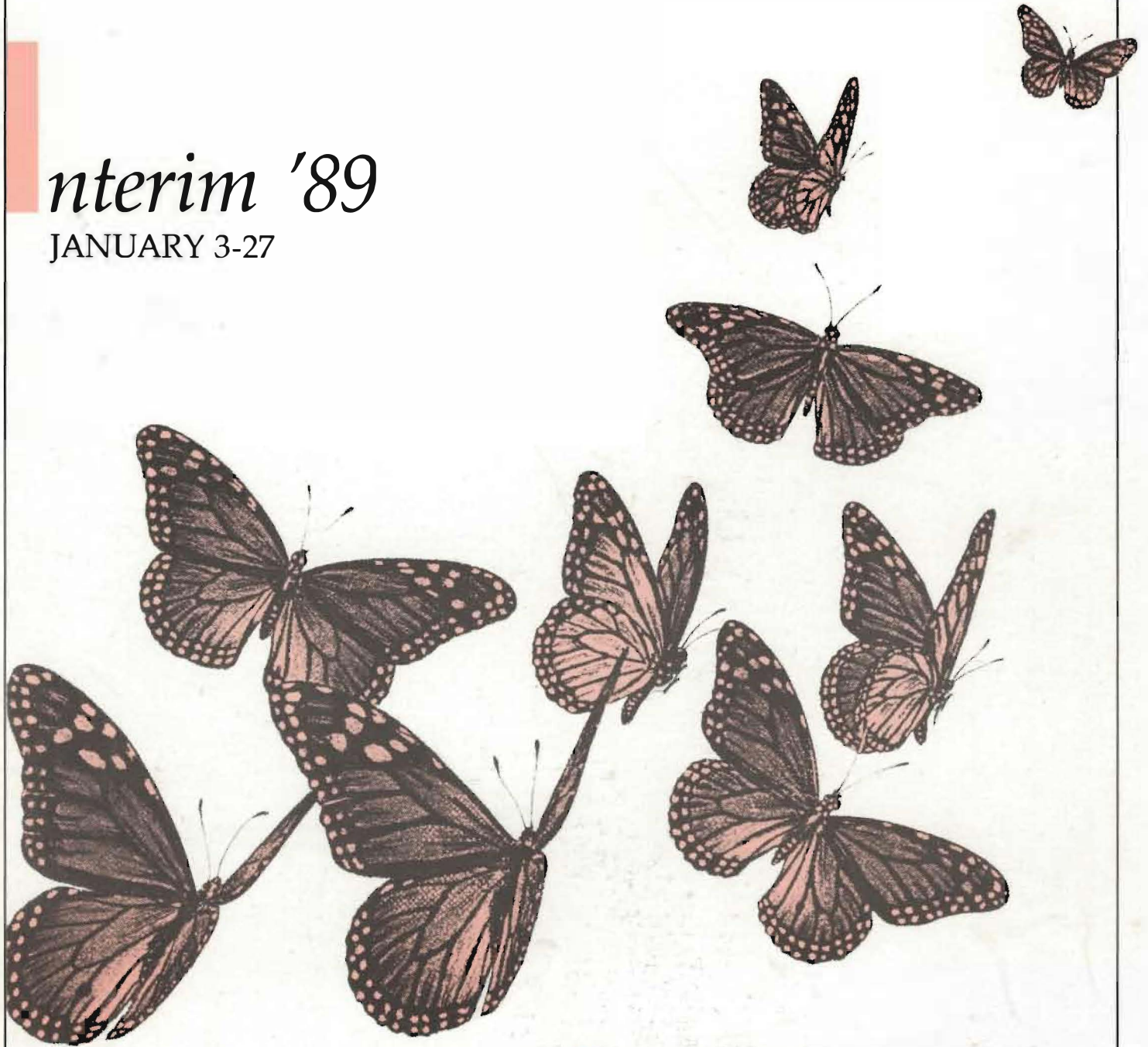
CATALOG



PACIFIC LUTHERAN UNIVERSITY

Interim '89

JANUARY 3-27



Opportunities for Change



elcome to Pacific Lutheran University's 1989 Interim, "Opportunities for Change." Academic course offerings will provide you with opportunities to probe more deeply into familiar fields of interest, investigate completely new disciplines, or do focused academic study abroad, and the interim enrichment program of lectures, films, and displays will be available at no charge to you and our community.

Consider studying in South America, London and Paris, or New York City. Or stay on campus and explore Pompeii, the Community Newspaper, or Chinese Arts and Calligraphy. These courses and others ranging from "Culture and Creativity: The Archaeological Record of Innovation and Change," "Intensive French," "Biology, Sex, and Gender," and "Dance Tracks" to "Political Science Fiction and Fantasy" and "The Vietnam War and American Society" will challenge and reward you. PLU professors have created innovative classes to which they bring their expertise and enthusiasm. Take advantage of the opportunities for growth this January at PLU.

THE INTERIM COMMITTEE

Janet Herman-Bertsch

Assistant Professor of Nursing

Arthur Gee

Professor of Biology

Lawrence Gold

Assistant Professor of Art

Gloria Martin, Chair

Adjunct Professor of English

N. Christian Meyer

Professor of Math

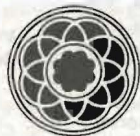
W. Dwight Oberholtzer, Jr

Professor of Sociology

Judith W. Carr

Interim Director

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



Address Inquiries About Interim to:
Judith Carr
Interim Director

**PACIFIC
LUTHERAN
UNIVERSITY**

Tacoma, Washington 98447
(206) 535-7130

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General Information



THE INTERIM REQUIREMENT:

Only courses numbered 300-320 satisfy the Interim requirement. Two 4-semester-hour 300-320 Interim courses 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 requirement. These courses have numbers outside the 300-320 bracket, are identified in the course descriptions, and will not meet the Interim requirement. By the same token, a 300-320 Interim course may not meet the core requirement. Courses to meet the core requirement will be graded in the manner of regular courses.

MAJOR REQUIREMENTS:

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

ELECTIVES:

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

UPPER DIVISION REQUIREMENT:

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

INDEPENDENT STUDY OPTION:

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

the Interim requirement.) Such courses will be designated by the number 320.

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

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

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

PLAN OF ACTION:

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

TRAVEL IN JANUARY:

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

GUIDELINES FOR INTERIM EXCHANGE OPPORTUNITIES:

PLU Students:

The exchange program offers students the opportunity to study during January in many other parts of the country. Students interested in such programs will find catalogs available in the Office of the

Interim Director (A-103). Requests for applications to participate in an exchange on another campus should be directed to the same officer prior to December 1. There is usually a \$10.00-\$20.00 non-refundable application fee payable to the host institution.

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

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

The Interim tuition fee will be paid by exchange students to the home institution (PLU students pay PLU). Board and room fees will be paid at the host institution according to its fee schedule. Reminder: On-campus PLU students have paid for Interim room and board along with their fall payments. If a student chooses to participate in Interim exchange elsewhere, the PLU board fee for January will be credited to the student's account.

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

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

Augsburg College
Minneapolis, MN
Augustana College
Sioux Falls, SD
Austin College
Sherman, TX
Bethany College
Lindsborg, KS
Bethel College
St. Paul, MN
California Lutheran
Thousand Oaks, CA

Calvin College
Grand Rapids, MI
Carthage College
Kenosha, WI
Dana College
Blair, NB
Denison University
Granville, OH
Doane College
Crete, NB
Gustavus Adolphus
St. Peter, MN
Hamline University
St. Paul, MN
Hastings College
Hastings, NB
Luther College
Decorah, IA
Macalester College
St. Paul, MN
Menlo College,
Menlo Park, CA
St. Andrews College
Laurinberg, NC
St. Olaf College
Northfield, MN
Sheldon Jackson College
Sitka, AK
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 \$1060 for each 4-5 hours taken (\$241 for each hour in excess of 5). Exchange students must also send a non-refundable \$15 application fee with their application. On-campus housing is required so that exchange students may participate fully in the many special activities offered during Interim. Although the final application deadline is December 1, students are urged to apply earlier since classes and dormitories tend to fill. Exchange applications should be sent to Dr. Judy Carr, Interim Director, Pacific Lutheran University, Tacoma, WA, 98447.

STUDENT-INITIATED COURSES:

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

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

Deadline date for submission of

proposals for the following January is April 1.

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

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, A-103.

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

NEW STUDENT AND EXCHANGE STUDENT GET TOGETHER:

If you are a new student during Interim or an exchange student, join us the evening of January 2 (Monday) at 6:00 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.

Chapel will meet every Wednesday during Interim from 4:30-5:00 in the Regency Room of the University Center.

ATHLETIC EVENTS AND RECREATION:

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

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

SHARE THE WEALTH:

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

REGISTRATION

REGISTRATION DATES:

- Off-campus courses:
October 10
- Continuing Students:
Oct. 31-Nov. 4
- Changes in Registration:
After November 7
- General Public Registration:
After November 7
- Continued Registration/Changes
January 3

Class schedule will be confirmed at the time of registration.

SPECIAL PROCEDURES FOR OFF-CAMPUS REGISTRATION:

Secure off-campus information forms from directors of individual off-campus courses. 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. Please present your 'Payment Schedule for Off-Campus Special Fees' when making a deposit or payment (these forms are available from the instructor). **FINAL PAYMENT (excluding tuition) MUST BE PAID BY DECEMBER 1ST. IN THE EVENT THAT SPECIAL FEES ARE NOT PAID BY THE DEADLINE, STUDENTS WILL NOT BE PERMITTED TO ATTEND.** Tally cards are required of all off-campus courses. Note other specific payment deadlines listed in the course descriptions. Tuition charges are due on the first day of class. Note that some off-campus courses have special deadlines that differ from the general requirements listed above.

EXPENSES/REGULAR FEES:

TUITION

Pacific Lutheran University bases its tuition on a Cost Containment Plan (CCP) which provides for a maximum of 35 credit hours for the 1988-89 academic year at a cost of \$8520.00. This can be broken down by terms as follows: Full-time students (those taking 12 or more hours in a regular semester (fall or spring) will be charged \$3960.00 for 12-16 hours plus \$241.00 for each hour in excess of 16. Interim full-time students (those taking 4-5 hours) will be charged \$1160.00 plus \$241.00 for each hour in excess of 5. These charges (for those who stay within the blanket range of 12-16 hours for fall and spring and 4-5 hours for interim) if totalled by semester equal \$9080.00. To reduce this total to the CCP maximum rate of \$8520.00 for up to 35 hours, an adjustment will be applied to the student's account. This adjustment is called the CCP Spring Discount.

CCP Spring Discount is an adjustment which allows for any combination of regular hours during the academic year up to 35 hours, for a maximum charge of \$8520.00. This adjustment (if applicable) will show on the account at the spring semester pre-billing in late November. Students participating in a Study Abroad Program during the academic year are not eligible for the CCP Spring Discount.

	Fall	Interim	Spring
Example #1			
Credit Hours 35	13	5	17
Tuition	\$3960	\$1160	\$3960
Excess Hours	-0-	-0-	\$ 241
CCP SP Discount	-0-	-0-	[- \$ 801]
TOTAL: \$8520	= \$3960	+ \$1160	+ \$3400
Example #2			
Credit Hours 35	17	-0-	18
Tuition	\$3960	-0-	\$3960
Excess Hours	\$ 241	-0-	\$ 482
CCP SP Discount	-0-	-0-	[- \$ 123]
TOTAL: \$8520	= \$4201	+ \$-0-	+ \$4319
Example #3			
Credit Hours 35	16	4	15
Tuition	\$3960	\$1160	\$3960
Excess Hours	-0-	-0-	-0-
CCP SP Discount	-0-	-0-	[- \$ 560]
TOTAL: \$8520	= \$3960	+ \$1160	+ \$3400

Graduate Students will be charged at the rate of \$275.00 per credit hour and are not eligible for the Cost Containment Plan or the CCP Spring Discount adjustments.

Part-time Students (1-11 credit hours per semester) will be charged at the rate of \$275 per credit hour and are not eligible for the Cost Containment Plan or the CCP Spring Discount adjustments.

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

ROOM AND BOARD

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

BOARD.....\$110

(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.....\$140

(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, 1989, the full payment for the Interim is due at the time of registration.

SPECIAL FEES:

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

TUITION REFUND RATES:

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

RIGHTS AND RESPONSIBILITIES:

Upon registration, the student and his or her parents or legal guardian, as the case may be, agree to accept the responsibility and legal obligation to pay all tuition costs, room and board fees, and other special fees incurred or to be incurred for the student's education. The University, in turn, agrees to make available to the student certain educational programs and the use of certain university facilities, as applicable and as described in the catalog. A failure to pay all University bills shall release the University of any obligation to continue to provide the applicable educational benefits and services, it includes statements of honorable dismissal, grade reports, transcript of records, diplomas, or preregistrations. The student shall also be denied admittance to classes and the use of University facilities. Under certain circumstances student paychecks may be applied to unpaid balances. All accounts 50

days delinquent are routinely reported to a credit bureau.

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

Inquiries concerning the application of said acts and published regulations to this University may be referred to:

1. The Director of Personnel, Room 107, Hauge Administration Building, Pacific Lutheran University, telephone (206) 535-7185, for matters relating to employment policies and grievance procedures for personnel employed by the university.
2. The Acting Provost, Room 100, Hauge Administration Building, Pacific Lutheran University, telephone (206) 535-7125 for matters relating to student admissions, curriculum, and financial aid.
3. The Vice President for Student Life, Room 130, Hauge Administration Building, Pacific Lutheran University, telephone (206) 535-7191, for matters regarding administrative policies relating to students and student service.
4. The Director for Counseling & Testing, Ramstad 106, Pacific Lutheran University, telephone (206) 535-7206, for matters relating to the application of Section 504 of the Rehabilitation Act, and the student administrative grievance procedure.
5. The Director of Academic Advising and Assistance Center, Ramstad Hall, Pacific Lutheran University, telephone (206) 535-7519, for matters relating to the academic grievance procedure.
6. Or the Assistant Secretary for Civil Rights, U.S. Department of Education, Switzer Building, 330 C Street SW, Washington, D.C. 20202. Pacific Lutheran University complies with the Family Education Rights and Privacy Act of 1974. Inquiries concerning the application of this act and published regulations to this university may be referred to the Executive Secretary to the Vice President and Dean for Student Life, Room 130, Hauge Administration Building, Pacific Lutheran University, telephone (206) 535-7191, or the Family Education Rights and Privacy Office, Department of Education, 330 Independence Avenue SW, Washington, D.C. 20201, telephone (202) 245-0233.

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.

COMPUTER FACILITIES:

The Computer Center's offices are located in the southeast corner of the lower floor of Mortvedt Library. The facility houses DEC VAX 11/785, VAX 11/750, and MicroVAX II computers. Two large academic user rooms provide access to the VAX system and to IBM-PC's. The user rooms are open seven days a week.

NOTE: STUDENTS USING PLU COMPUTER FACILITIES WILL BE CHARGED AS FOLLOWS:

COMPONENT	COST
VAX Connect Hour	\$0.75/hour
VAX CPU Second	\$0.005/second
VAX page Printed	\$0.02/page
VAX Disk	\$0.005/block stored
IBM or Apple Microcomputer	\$0.75/hour

DETAILS REGARDING COURSES

CREDIT AND COURSE LOAD:

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

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

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 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:

A (Hauge Administration Bldg.)
E (Eastvold)
G (Memorial Gym)
H (Harstad Hall)
I (Ingram Hall)

L (Library)
M (Math Building)
O (Olson Auditorium)
P (East Campus)
R (Ramstad Hall)
S (Rieke Science Center)
X (Xavier Hall)

DAY CODES:

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

LIBRARY HOURS:

Monday through Thursday: 8 a.m.-11 p.m.
Friday: 8 a.m.-11 p.m.
Saturday: 10 a.m.-9 p.m.
Sunday: 11 a.m.-11 p.m.

FOOD SERVICE HOURS:

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

Columbia Center Coffee Shop:

Lunch: 10:15-2:15 p.m.
Dinner: 5:00-7:00 p.m.

BOOKSTORE HOURS:

Monday through Friday:
8:30 a.m.-5:00 p.m.
Extra Hours:
January 3: 8:30 a.m.-6:30 p.m.
January 4: 8:30 a.m.-6:30 p.m.

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

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

NOTE: There will be no classes on Monday, January 16 in celebration of Martin Luther King, Jr., Birthday holiday.

Off-Campus Courses



PROCEDURES FOR OFF-CAMPUS REGISTRATION:

Registration for off-campus courses will begin October 10th. Students interested in taking an off-campus course during Interim should follow these guidelines:

1. Make an appointment with the professor conducting the tour to obtain information. Leave your name, address, and telephone number. Some instructors will advertise interest meetings in the Campus Bulletin.
2. TALLY CARDS ARE REQUIRED FOR REGISTRATION IN ALL OFF-CAMPUS COURSES. Tally cards are available through the instructor.
3. Complete all forms applicable in your case (the instructor will distribute forms for insurance, liability, medical, etc.). Return these forms to the instructor.
4. Please note that special fees are payable December 1, 1988. These fees are in addition to tuition and are for the purpose of paying any extra expenses incurred by off-campus courses (such as airfare, lodging, etc.) As a general rule, you should plan to meet full cost of the study-tour for which you've applied by early November. Deposits are not refundable after December 1. In the event that the balance is not paid by December 1, you will not be permitted to attend.
5. Present a 'Payment Agreement' form to the cashiers at the Business Office whenever making a payment on special fees. Payment Agreements are distributed by the instructor.
6. Direct all inquiries regarding the above procedures to the professor conducting the tour.

IMAGES OF THE CHANGING SELF AT FINDHORN IN SCOTLAND

ARTD 318
4 semester hours
L. Gold

"Images of the Changing Self" is a unique course designed to study and experience the unfolding process of how we

define and know who we are, from where that definition and knowledge came and how it evolves and changes.

The class is structured to imitate a lifetime, starting with a birth and ending with a funeral pyre. We follow our development of self-awareness from childhood to old age confronting a myriad of issues and problems through various activities including reading, journal writing, art projects, presentations and discussions with special emphasis on doing, making, and hearing followed by reflective analysis. Although art will be the major focus, one need not have any art experience or expertise.*

By involving students in academic and experiential modes of learning simultaneously, we develop new connections within the self and between the self, allowing us to see more clearly the truly integrated nature of who we are, our world, and our place in it.

This Interim, we will be staying mostly at the Findhorn Foundation in Forres, Scotland, with one week on the Island of Erraid off Scotland's scenic west coast, several days in Edinburgh and Glasgow, two culturally rich and unique cities of historic beauty and several other places of interest in both Scotland and England.

Findhorn is a non-denominational, international, spiritual community of about 200 members living, studying and working together in the northeast of Scotland. Established in 1962, it is a holistic center for education and personal growth. They have no formal doctrine or creed, but feel that encouraging people to seek their own spiritual center is an important part of positive participation in the world-wide community of man.

Within this beautiful setting we will experience along with our class, the community of Findhorn itself. This caring, supportive, heterogenous group of people from all corners of the world will add an important dimension to our experience.

Students will be graded on the basis of an intensive personal journal; the art projects; and through both faculty and student evaluation, on the quality of their participation and involvement in class activities as well as their personal commitment to this experience in Scotland.

*Art projects include childhood shrines, self portraits, and "dream images," and will utilize simple materials and found objects to represent in visual form what we experience in the rest of our exploration.

REQUIREMENT FILLED: Interim RESTRICTIONS OR PREREQUISITES:

Tally cards are required.

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

COST IN ADDITION TO TUITION:

\$1,700.00; includes transportation and room & board

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 22--min of 12

SOUTH AMERICA: CHANGING CULTURES, ECONOMICS AND ENTERPRISE

BUSA 312
4 semester hours
D.E. McNabb

This course is designed to provide students an on-the-scene introduction to the cultural and economic environments of our neighbors to the South: Latin America. The 30-day tour will include visits to most geopolitical regions of the continent, including visits to pre-Hispanic cultural centers of the Incas such as Machu Picchu and Cuzco in the Andes; to the Pampas of Argentina; major metropolitan centers such as Caracas, Buenos Aires, Lima, Santiago, Montevideo and Rio de Janeiro; and include a boat trip up the Amazon River. Travel will include air, railway, lake and river steamers and bus. While the tour's primary mission is to develop an awareness of economic opportunities and problems facing South American nations, students will also be encouraged to take advantage of opportunities to explore local cultural differences. A series of films depicting various aspects of South America will be shown prior to the December 27, 1988 departure.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$2,200

to \$2,500 includes airfare, surface transportation, all lodging, and some meals.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 30

INTERIM IN THE COUNTRY: A FIELD EXPERIENCE IN RURAL EDUCATION

EDUC 303
4 semester hours
K. Hegtvéd-Wilson, R. Mulder

This course is designed to provide

potential teachers with an introduction to unique classroom related, school related, and socio-cultural factors that exist in small schools in rural areas. These may include such things as split grade level classes, multiple preparations in different subjects, limited resources and/or equipment, cultural and professional isolation and high community involvement in the school. This course is part of a larger cooperative pilot project involving Pacific Lutheran University, Adna School District (Lewis County), and the Washington Superintendent of Public Instruction. The purposes of the project are to broaden and enrich teacher preparation, and to enhance rural education.

A special feature of this course is the student's full immersion in the social, cultural, and education dimensions of a small rural town. Students will be assigned to a school with a cooperating teacher in their subject matter or grade level choice, and will live with a host family in the school district. They will observe classes and participate in instructional activities as agreed upon by themselves, their cooperating teacher, and supervisor. One-half day each week will be spent visiting a different school. Weekly seminars will provide regular opportunities for discussing experiences, sharing and gathering ideas, and mutual support. Evaluation by the cooperating teacher and the supervisor will be based upon the qualities of participation, growth and performance in instructional activities, and a daily journal.

Placement in a school and with a host family is the responsibility of the School of Education and requires a completed application form signed by the student. Application forms, and a mandatory tally card, are available from the instructor. Organizational meetings and orientations will begin in November, so applications and registration must be completed by November 11, 1988.

Enrollment is limited to students who have been formally accepted into a School of Education program leading to certification to teach.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES:

Tally cards are required.

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

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

COST IN ADDITION TO TUITION:

\$125.00 to cover transportation and to help defray expenses of host family

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

INNOCENTS ABROAD: A CULTURAL TOUR OF LONDON AND PARIS

ENGL 300

4 semester hours

D. Martin, G. Martin

This study-tour to London and Paris takes its title from a book by Mark Twain, The Innocents Abroad, in which he portrays

himself as the naive yet skeptical American visiting the sights of the Old World. Twain was one of many American writers who lived and worked in London or Paris, among them Henry James, T.S. Eliot, and Sylvia Plath. Our readings of extensive excerpts from novels, poems, and travel books by America's finest writers will deepen our appreciation of the great literary cities of London and Paris.

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

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

We will take one long weekend to divide up into smaller groups to explore the locations that most intrigue us and together will travel by train through the English countryside on two day-trips to the ancient cities of Oxford and Canterbury.

We'll spend our last week in Paris, the city of Gertrude Stein, Ernest Hemingway, and F. Scott Fitzgerald, staying at a small left-bank hotel near the noble Notre Dame Cathedral, centerpiece of Paris, and Le Dome, the cafe frequented by Hemingway and Fitzgerald in the twenties. Like Americans before us, we will explore the Louvre, travel to Chartre and Versaille, and join the privileged of the world who have viewed firsthand the great French impressionist masters, now exhibited at the provocative new Gare d'Orsay Museum on the banks of the Seine.

Students will study an anthology of American travel writing about London and Paris prepared by the instructors and write a guided class journal in response to their reading and touring.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES:

Tally cards are required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$2,400

for travel, theater tickets, museum fees, housing and food

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 17

MEETING TIME AND PLACE: 2:00-4:00 p.m. daily, A-202 (1st week only)

OUR HUMANNESS: PHYSICAL AND SPIRITUAL

IDIS 315

4 semester hours

B. Nettet, J. Petersen

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

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

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION:

\$210.00 (plus an additional \$35.00 for off-campus students)

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 14

MEETING TIME AND PLACE: 9:00

a.m.-1:00 p.m. daily, X-203

A CULTURAL TOUR OF NEW YORK CITY

MUSI 301

4 semester hours

C. Knapp

Don't miss this opportunity to experience the best of the Big Apple! The first days 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 ten days during the Interim.

Plans for operas to be included are The Marriage of Figaro, with Aida, Il Trovatore and Bluebeard's Castle. Broadway plays will include Phantom of the Opera, Les Miserables, For Me and My Girl, and Starlight Express, Cats, Fantastiks. Plans include performances by the New York Philharmonic and New York City Ballet.

There will be scheduled tours of the Metropolitan Museum, Frick Museum, Museum of Modern Art and the

Guggenheim Museums.

Sightseeing of most of the major points of interest in New York City will be on the agenda.

Grading will be on the basis of class attendance and participation and completion of reading assignments before leaving on the trip. A journal will be kept by each student.

REQUIREMENT FILLED: Interim RESTRICTIONS OR PREREQUISITES:

Tally cards are required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION:

\$990.00; this includes air fare, hotel, tickets to performances (does not include meals or subway and bus fares)

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:30-11:00 a.m. daily, A-101 (1st week only)

THE EXPEDITION EXPERIENCE

PHED 306

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 approximately 7 days duration. Location, itinerary, and goal setting will be determined during the first week of Interim. Students will prepare physically, logistically, and academically for their decided goals.

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

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

REQUIREMENT FILLED: Interim

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

COST IN ADDITION TO TUITION: \$35

per student to cover transportation costs, group equipment, and incidental expenses

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00

a.m.-12:00 noon daily, X-204

CARIBBEAN SAILING AND NAVIGATION

PHED 317

4 semester hours

M. Rice

The Virgin Islands is blessed with warm, protected waters, short distances to landfalls and steady trade wind breezes making it an idyllic area to learn to sail. The purpose of this course will be to learn sailing and coastal navigation in a warm, relaxed environment living aboard luxurious chartered sailing yachts.

Sailing terminology, points of sail, sail trim, knot tying, person overboard recovery methods, Coast Guard safety requirements, right of way collision avoidance, coping with emergencies, buoy systems, sail shape, heavy weather sailing, anchoring, steering, identification and proper use of systems on board a large sailing auxiliary, chart reading, dead reckoning, use of the compass and piloting techniques will be covered. The course is intended for both beginning and experienced sailors.

Students will meet Tuesday, January 3 through Friday, January 20th for classroom lectures. They will then fly to Tortola on Saturday, Jan. 21 and spend two nights at the Mariner Inn before boarding a luxurious Beneteau 51 foot sailing yacht for eight days and seven nights (Sunday, Jan. 23-Monday, Jan. 30). Three identical sailboats have been chartered, each with seven students and one instructor aboard. The yachts will sail together (maybe some informal racing!?) and rendezvous together each night at the next exotic anchorage. One or two gorgeous areas will be visited each day. Students will rotate assigned positions daily to learn all aspects of sailing and navigation. Time will also be taken to relax, contemplate and swim or snorkel/scuba in the warm, crystal clear water including a dive of the famous wreck of the RHONE. Students will return to Seattle on January 30th.

Evaluation for this course will be based on two written exams, and participation of the student in the classroom and on board the yacht is mandatory. Students will also be required to submit a typewritten journal.

REQUIREMENT FILLED: Interim

PREREQUISITES: Tally cards are required.

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

COST IN ADDITION TO TUITION: \$1250.

Includes yacht charter, 2 nights hotel, instruction, liability insurance, travel insurance and food and beverages on board yacht only. Airfare is

extra--approximately \$550.00 round trip.

NOTE: Students must enroll and place a 50% deposit by October 3, 1988.

MAXIMUM ENROLLMENT: 21

MEETING TIME AND PLACE: 9:00-11:00

a.m., O-106 (January 3-20 only)

THE SILENT WORLD: AN EXPERIENCE IN DEAF AWARENESS

SIGN 302

4 semester hours

J.S. DeSherlia

This Interim will be divided into two areas of study, American Sign Language and the deaf culture. It is designed to introduce students, particularly prospective teachers, social workers, and nurses, to the world of the hearing impaired.

Deaf people are no longer hiding behind closed doors but are out in the work force in greater numbers. Because of this, it is essential for students to understand the effectiveness and special abilities of deaf individuals. Class time will be allocated to such issues as deaf culture and education and the sociology and psychology of the deaf. After gaining some understanding in these areas, each student will be expected to put together a journal. In the journal they must project themselves into a career or academic field and discuss how they could work effectively with deaf clients or co-workers. This allows students to put to use all aspects of both knowledge of deaf culture and beginning sign language skills.

Special attention will be given to a basic understanding and appreciation of American Sign Language. Also included will be the manual alphabet. At the end of this Interim students should be able to carry on a basic conversation with a variety of deaf individuals. As signing skills continue to improve, each student will choose individual signing projects for classroom presentation.

The beauty of the ocean will be the setting for the last two weeks of Interim. At the Sandpiper Resort in Pacific Beach students will spend their days and nights living and experiencing the silent world of the deaf. Participants are encouraged to bring outdoor equipment and, for those nights around the fireplace, Pictionary. Students will have the opportunity to put what they have learned to immediate use. There will be lots of group interaction to keep signing skills primed.

Prior to going to the beach students will meet for the first two weeks on campus from 2:00-5:00 on Tuesday, Wednesday and Thursday. These meetings will prepare students for their time at the beach. Students will be involved in lectures, language building and various homework assignments.

The course will include lectures, homework assignments, group discussions, movies and various learning activities. Participation in and out of the classroom will be a vital aspect of the course.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES:

Tally cards are required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION:

Approximately \$300 will be asked for each student for lodging, food, and gas.

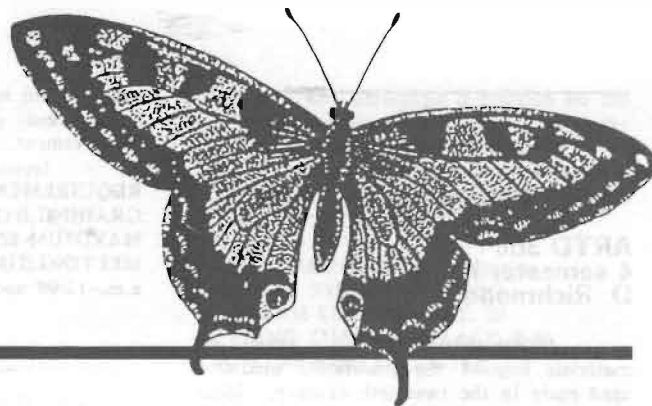
INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 2:00-5:00

p.m., A-200 (Jan. 3-12th only)

On-Campus Courses



Interdepartmental

WORKSHOP IN PHYSICAL EDUCATION AND HEALTH FOR ELEMENTARY CLASSROOM TEACHERS

IDIS 310
2 semester hours
J. Poppen, P. Hoseth

This course is designed for elementary classroom teachers and will cover methods of teaching physical education to elementary children. Specific topics in the physical education section will include movement education, dance, tumbling, sports lead-up activities, and fitness. Health topics of current interest in the elementary health will be discussed and materials to enhance both physical and health education will be presented. Students enrolled in the class will be expected to participate actively in each class session and do some observation and teaching in elementary physical education settings. Written assignments, lesson plans, and tests will be included.

REQUIREMENT FILLED: Interim
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 6:30-9:00 p.m., M&W, G-101

OUR HUMANNESS: PHYSICAL AND SPIRITUAL

IDIS 315
4 semester hours
B. Nasset, J. Petersen
 (See off-campus listing)

Departmental

Anthropology

CULTURE AND CREATIVITY: THE ARCHAEOLOGICAL RECORD OF INNOVATION AND CHANGE

ANTH 300
4 semester hours
J. Rasson

Did ancient astronauts bring civilization to Peru? Did Egyptians teach the Maya to build pyramids? Did shipwrecked Japanese sailors bring pottery to Ecuador? Ancient humans around the world created impressive monuments like the pyramids of the Maya and Egyptians, the huge stone heads of Easter Island, and the giant line drawings of the Nazca people in Peru. Archaeologists ask: How did they do it? Why did they do it? Often these societies lacked basic (to us) technological items such as metal tools or the wheel. The explanations of some researchers assert that change and innovation came from outside forces because the ancients had limited intellect. Other researchers feel that humans are clever and that even prehistoric societies were capable of creating magnificent innovations. This class will look at some competing explanations for ancient cultural accomplishments, focusing on the creativity of solutions to cultural problems. Films will supplement readings and lectures. Grades will be based on group research projects. Each group will prepare an in-depth case study evaluating one controversial example of cultural innovation. Progress reports will be due weekly, and each group will make a final presentation in class.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$25.00 film fee
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00-12:00 noon, M-R, X-112

WOMEN, COLONIZATION AND DEVELOPMENT

ANTH 301
4 semester hours
E. Brusco

Without a consideration of women's lives in the Third World, our understanding of world-wide human problems such as poverty and famine is seriously deficient.

This course is concerned with the impact of conquest, colonialism and post-colonial dependency on women in Africa, Asia and Latin America. Our approach to the subject starts with the individual. A main goal during the semester will be to let these women speak for themselves, to see them as actors within complex social systems, and not simply as passive victims of larger processes. Through the utilization of life histories, first person narratives and films we will have the privilege of hearing their voices as they recount their strategies for coping with the difficult circumstances of their daily lives and their dreams for a better future. At the same time we will examine the political, economic, historical and sociocultural contexts within which they have shaped their lives.

Some of the issues that will be considered during the Interim include: 1) Changes in the traditional sexual division of labor, especially in relation to the transition from subsistence to cash based economies, women as formal and informal sector workers, and the causes of poverty and famine; 2) The construction and location of female identities, including women's roles as wives and mothers, changes in female rights and status, the meaning of "domestic," and the development of individualism; 3) Women and politics in the Third World, including women in independence and revolutionary movements, indigenous forms of women's collective action, and contemporary debates within the international women's movement.

Evaluation of the students will consist of a reading and film log, a short paper and a final examination.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$10.00 film fee
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00-4:00 p.m., M-R, X-112

Art

BEYOND THE CANVAS

ARTD 300 4 semester hours D. Richmond

Artists today create in a variety of materials beyond the traditional mediums used early in the twentieth century. Ideas dictate materials, sending artists to junk yards for supplies, to engineers for advice, and to Third World art for inspiration. The division between disciplines in the visual arts has dissolved, opening up endless options for artists to explore.

This studio course will investigate multi-media visual art. Students will experiment with an array of building materials and painted surfaces. Exploring concepts that incorporate found and fabricated objects, students will create altarpieces, floating sculptures, and surreal objects. Included in the course will be visits to second-hand stores and multi-media exhibits.

Previous art courses are not a prerequisite. Evaluation is based on projects realized and a final critique.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: \$50.00
studio fee plus paint
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 9:00
a.m.-12:00 noon daily, I-128

CALLIGRAPHY

ARTD 301 4 semester hours L. Edison

CALLIGRAPHY is the art, history, and practice of beautiful writing. In this course we will look at the history of writing and letterforms, concentrating on our Roman alphabet and its evolution from Roman times to the present, including Rustic, uncial, blackletter and Italic alphabets. Primary emphasis will be placed on the Italic hand of the sixteenth century and its modern renaissance and adaptation. A course goal will be the student's mastery of this hand together with at least one other.

We will look at techniques for making writing tools--pens, ink, paper--as well as methods for doing illumination and construction of handmade books. We will study calligraphy as art by considering many examples, and we will try our own hands at the creative process.

Classes will include lectures, demonstrations, slides, movies, displays, and lots of practicing and experimenting. Students will complete several small projects and one large project, which can be either a creative presentation or a research paper.

Students will be evaluated on the basis of regular, attentive attendance and participation, evaluations of the minor

projects and major project, performance on one short exam, and demonstrated improvement.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00
a.m.-12:00 noon daily, S-221

RAKU

ARTD 310 4 semester hours D. Keyes

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

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

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

Previous art or ceramic experience is not a prerequisite.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$30.00
for materials
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 9:00
a.m.-12:00 noon daily, I-144

IMAGINATION IN GLASS

ARTD 315 4 semester hours M. Gulsrud

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

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

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

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$30.00
lab fee
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 18
MEETING TIME AND PLACE: 9:00
a.m.-12:00 noon daily, I-126

JEWELRY

ARTD 317 4 semester hours C. DeGroot

Make and wear your own jewelry! Learn from a pro as you design and create rings, bracelets, earrings, and necklaces. Materials range from copper, brass, and silver to many non-traditional materials including plastics, exotic beads or industrial castoffs.

Techniques to be taught include designing, sawing, piercing, filing, forming, forging, silver soldering, sanding and polishing.

This class for beginning and intermediate students is taught by a jewelry designer with eighteen years experience.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: \$30.00
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 1:00-4:00
p.m. daily, I-134B

IMAGES OF THE CHANGING SELF AT FINDHORN IN SCOTLAND

ARTD 318 4 semester hours L. Gold (See off-campus listing)

FIBER: BATIK

ARTD 335 4 semester hours A. McLin

The historic presence of resist waxing and dyeing is as old as cloth itself. The varieties and complexities of these various techniques are culturally indigenous to all areas of the world--except the Arctic. Many contemporary artists in our culture continue to use resist processes in new and inventive ways. Resist and dyeing methods used in this class will focus on processes being used by contemporary artists and art students in North America.

This class will briefly introduce the old Indonesian methods and its history, including a series of slides of batiks from that period; however, the focus and purpose of this class will be to introduce the technique of Batik using Liquid and Powdered Procion dye.

The course objectives are: to teach the basic technical knowledge of a) waxing and wax formulas, b) extensive use of both liquid and powdered fiber reactive dyes, c) promotion of experimentation and innovation when over-dyeing; 2) stress the development of good craftsmanship in both finished work and in record keeping; 3) strengthen composition skills while learning to evaluate and criticize one's own work. This evaluation will be based on experience and technical knowledge gained in this class and recognition of the cultural and traditional development of historical batiks.

The basis for course evaluation will be completion of all techniques demonstrated, a notebook with future ideas and notes on techniques demonstrated in class, regular attendance and class participation.

REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: 2 yds. of fabric; liquid Procion dye-9 colors (1 oz. ea.); 1 Sumi brush; powdered Procion dye in a wide range of colors; Chemicals needed for dyes: Soda ash, Urea, Ludigol, Calagon, Salt, Print Base, Wax; 1 # microcrystalline, 1 # paraffin, bleach, vinegar, special soap.
MAXIMUM ENROLLMENT: 18
MEETING TIME AND PLACE: 9:00-12:00 noon, M-F, I-138

IMAGERY AND SYMBOLISM

ARTD 386
4 semester hours
E. Schwidder, S. Briehl

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 culture. 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 reenactment of the monastic day, the horarium. This will be conducted through two 24-hour periods (Monday, January 16, 5:00 p.m. through Wednesday, January 18, 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.

REQUIREMENT FILLED: General University Core Requirement
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 10:00 a.m.-12:30 p.m. daily, I-116

Biology

BIOLOGY, SEX, AND GENDER

BIOL 300
4 semester hours
A. Alexander

In the course of the past several decades, there has been a surge of academic interest in the question of the relationships between men and women not only as biological organisms but also in terms of social and political interactions. In recent years it has frequently been argued that human cultural evolution demands progress toward androgynous interaction in which men and women would more equally display behavior patterns which have been heretofore deemed either masculine or feminine.

In this course we will examine this possibility by taking on several questions: (1) What images have we created that distinguish between men and women as we collectively speak about ourselves or represent ourselves in the visual arts? How do we attempt to define these images scientifically? (2) What have we learned from biological studies in such fields as genetics, physiology (especially neurophysiology), and animal behavior that informs our conceptualization of ourselves with respect to sex and gender? (3) Can we identify biases in the ways in which questions are asked in these biological studies and in the ways in which results are interpreted and applied to our general knowledge? (4) How has such knowledge been used to construct or justify value judgements placed on being male as opposed to being female? (5) Given what we seem to have learned from both our use of "objective" knowledge from scientific approaches and our "subjective" knowledge from our own experiences, is androgyny desirable, or even possible, as a next stage in human cultural evolution?

As we work on these questions, we will be considering maleness and masculinity as thoroughly as femaleness and femininity.

The activities in the course will include reading, viewing a limited number of films, discussion, and writing assignments. A journal will be required. Each student will also choose a novel, scholarly book, pop-psychology book, film, or song series to analyze with respect to the assumptions made about masculinity, femininity, sexuality, power. Toward the end of the course, each will summarize her/his experiences in the course in a paper

describing and defending a position on the last of the questions posed above. Both the journal and papers will be evaluated. In addition, attendance for at least 90 percent of the hours that the class meets will be required for a passing grade.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 8:30 a.m.-12:00 noon, T-F, S-115

HUMAN HEREDITY AND REPRODUCTION

BIOL 301
4 semester hours
A. Gee, J. Lerum

Developments in human genetics and reproductive physiology affect our lives today and, to a greater extent, will in the future. Many of these developments raise serious moral, ethical and economic questions which our society must confront. The total volume of knowledge in both genetics and reproductive biology continues to increase dramatically. Our understanding of human genetics and reproduction are deeply rooted in biological principles discovered mostly from experimental animals and plants. For example, 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.

The course is intended as an elementary class in human heredity and human reproductive biology. The goal is to provide non-biology majors a better understanding of the issues in genetics and reproductive biology required to make informed judgments. The course will include the study of current topics and issues including genetic manipulation, test-tube babies, surrogate mothers, and many others that relate to the interrelationships between science and society.

The course will be taught on a traditional lecture, discussion and homework assignment format. We will rely heavily on the student's making good use of the required texts and other materials. The student's grade will be based on one mid-term and a final examination.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, T-F, S-136

Business Administration

LAW AND THE CONSUMER

BUSA 303 **4 semester hours** **D. MacDonald**

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

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

These two situations are examples of decisions consumers face every day, and they help to illustrate the broader issues of law. This course will address consumer issues as well as introduce you to our legal systems.

REQUIREMENT FILLED: Interim
COURSE LEVEL: This course is designed for non-business majors.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 9:00 a.m.-1:00 p.m., MTW, A-215

MANAGERS AT WORK

BUSA 305 **4 semester hours** **W. Crooks**

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

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

A special emphasis will be placed on top managers and first-line supervisors.

Diverse organizations, both in government and business, will be used to provide comparisons.

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

Students will prepare written reports highlighting particular management aspects.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, M-R, A-213

PERSONAL FINANCIAL MANAGEMENT

BUSA 308 **4 semester hours** **J. Ramaglia**

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

Students will be 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.

Students will be evaluated on readings, class participation, and on preparation of a set of exercises and an in-depth personal financial plan.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m.-1:00 p.m., T-R, A-217

THE TIME OF YOUR LIFE: LIVING FULLY IN THE AGE OF INFORMATION

BUSA 309 **4 semester hours** **E. Reynolds**

As participants in this "Age of Information" we are all under pressure. Every minute must be made to count. Traditional time management seminars have focused on left-brain techniques for managing known tasks. These techniques are very useful, but more is required for today's world.

"The Time of Your Life: Living Fully in the Age of Information" sets the existing techniques into the whole of life. Sometimes the most effective use of time is to "waste it!"

Effective time management must be integrated with effective life/self management. Both require more than techniques. This course addresses the totality of our lives, with the focus on how we perceive and use time.

The class is divided into four major areas: time management techniques and philosophy, stress management and the prevention of burnout, waking up the mind for greater creativity, getting to know your brain.

Evaluation is based on participation, an individual journal, and group work.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 6:00-10:00 p.m., T&R and 9:00 a.m.-1:00 p.m., Saturdays, A-216. Class will also meet Saturday, Jan. 28.

SOUTH AMERICA: CHANGING CULTURES, ECONOMICS AND ENTERPRISE

BUSA 312 **4 semester hours** **D.E. McNabb** (See off-campus listing)

TELECOMMUNICATIONS: OPERATIONS, STRATEGIC PLANNING AND REGULATORY ISSUES

BUSA 318 **4 semester hours** **P. Stoltz**

The Bell System divestiture and the restructuring of the telecommunications industry encompass some of the more intriguing events in modern U.S. history. The purpose of this course is to provide students with an overview of the significant political, economic, and social issues characterizing the industry. With this background, students will be able to analyze the nature of the corporate cultures that

have evolved and to evaluate the difficulties of strategic planning in the industry.

The course begins with a history of the industry and moves on to examine various controversial issues: the current status of divestiture, federal and state regulation, the economic and ethical implications of guaranteeing the availability of basic service, the politics (and economics) of rate structures, the Bell System culture, and strategic planning in an environment of "regulated competition." Readings include current articles from telecommunications periodicals, related articles from legal, financial, and marketing journals, and excerpts from rate cases. Guest speakers from various segments of the industry will make presentations. Class discussions based on case analyses of telecommunications issues will take place, and students will be expected to submit one written case analysis based upon a related topic. Students who desire "Honors" must complete a project to be presented in class and submitted in writing.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards are required.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 6:00-10:00 p.m., M&W and 8:00-12:00 noon on Saturdays, A-209

BUSINESS POLICY

BUSA 45501
4 semester hours
W. Yager

In this course students study organizational administration from a top management perspective, as well as the formulation and execution of strategies and policies to integrate all management and business functions in support of organizational objectives. Also included are implications of resource availability, technology, and the economy; education, religion, ethics, and personal values; social responsibility; and public policy and international relations for top management decisions. Assignments include comprehensive case analyses, which will serve as the main basis of evaluation.

REQUIREMENT FILLED: Business Administration Major
RESTRICTIONS OR PREREQUISITES:
Tally cards are required.
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 9:00 a.m.-1:00, MTR, A-221

BUSINESS POLICY

BUSA 45502
4 semester hours
J. Daniel

In this course students study management perspective, as well as the organizational administration from a top formulation and execution of strategies and policies to integrate all management and business functions in support of organizational objectives. Also included are implications of resource availability, technology, and the economy; education, religion, ethics, and personal values; social responsibility; public policy and international relations for top management decisions. Assignments include comprehensive case analyses, which will serve as the main basis of evaluation.

REQUIREMENT FILLED: Business Administration Major
RESTRICTIONS OR PREREQUISITES:
Eligibility cards are required.
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 6:00-10:00 p.m.; MTR, A-221. Class also meets Saturday, Jan. 28 from 9:00 a.m.-1:00 p.m. in A-221.

LEGAL ASPECTS OF THE MANAGEMENT PROCESS

BUSA 535
4 semester hours
B. Burke

This course is a survey of federal and state laws and regulations that influence the manager's decision-making in modern business organizations. Exploration of the legal implications, for both the manager and the domestic firm, that follow from business decisions in the areas of employee relations, consumer protection, security and exchange regulations, antitrust laws, and environmental protection will be included. The course will also introduce the complexities of the international legal environment. A workshop approach combines the use of readings, case analysis, discussions, audio visual presentations, role playing, and dialogues with guest lecturers from the legal community.

The course grade will be based upon student performances on written case analysis, an oral report, and a final exam.

REQUIREMENT FILLED: Elective course in MBA Program
RESTRICTIONS OR PREREQUISITES:
Eligibility cards are required.
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 6:00-10:00 p.m., MTR, A-213

MANAGING TAXES

BUSA 590
4 semester hours
M. Gocke

This course is an overview of federal income, gift, and estate taxation from a managerial viewpoint. In addition, the initial steps for personal financial planning are integrated into the course.

The course is directed toward those MBA students who want to understand the role of taxes in managing the financial segment of lives and careers. This class emphasizes basic concepts rather than technical expertise or tax research.

Evaluation is based on class participation, a project and a final exam.

REQUIREMENT FILLED: Elective in MBA program
RESTRICTIONS OR PREREQUISITES:
Eligibility cards are required.
COURSE LEVEL: This course is designed for majors or advanced (MBA) students.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 6:00-10:00 p.m., MTR, A-217

Chemistry

GENERAL CHEMISTRY

CHEM 115
4 semester hours
W. Giddings, C. Anderson

This course investigates the structure of matter, atomic and molecular theory, and quantitative relationships. It is designed primarily for students who want to major in biology, chemistry, engineering, geology or physics. It is also appropriate for all premedical, pre dental, pharmacy, medical technology students and students planning to transfer to a Dental Hygiene Program. Evaluation will be determined by quizzes, examinations, and laboratory reports.

REQUIREMENT FILLED: General University Core Requirement
RESTRICTIONS OR PREREQUISITES:
Math 133 or equivalent. High School chemistry or permission of instructor is required.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, S-220; LAB-- 1:00-4:00 p.m., MW, S-201

THE EGG AND I: CULINARY CHEMISTRY

CHEM 310
4 semester hours
D. Swank

Have you ever wondered why an egg may crack when you boil it, how the odor of "rotten egg" develops, and how to reduce or eliminate these undesirable effects? Did you ever notice the effect of cooking on the color of green vegetables; they tend to fade and bleach out.

We will spend Interim exploring the basic chemical composition of food, what happens to those compounds when you cook the food, and how to prevent undesirable changes in color or the production of off-odors. As a part of the class, we will conduct group experiments on food to explore the changes that can occur and develop methods to reduce or prevent changes that give food a poor appearance or undesirable flavor.

Included in the food categories that will be explored are: garlic and its odor, the chemistry of coffee and tea, the properties of herbs and spices, the analysis of oils, fats, and vinegars, grains, the principles of baking, the world of fermented foods, and the properties and preparations of chocolates. Other categories may be introduced. Examples of each group will be provided to the class for taste. Techniques for preparation will consist of group explorations of techniques in food preparation, development of methods to improve appearance and taste, and discussion of basic information. Grading will be based on a detailed daily laboratory journal of work performed and a substantial paper on a chosen topic of interest along with an oral presentation. *Bon Appetit!*

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$8.00 charge for laboratory and purchases of food items
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 1:30-4:00 p.m., M-F, S-220

OUR HUMANNESS: PHYSICAL AND SPIRITUAL

IDIS 315
4 semester hours
B. Nasset, J. Petersen
(See off-campus listing)

Communication Arts

THE PRIVATE EYE: PEEPING AT ANOTHER SIDE OF AMERICA

COMA 300
4 semester hours
C. Spicer

INGREDIENTS: One murder (more if necessary); one beautiful, frightened, troubled woman; any number of oddball suspects; one unsympathetic, overworked, possibly crooked cop; a good bit of sleazy scenery; and a hint of romantic involvement.

CATALYST: A hard-boiled, hard-headed, hard-drinking, hard-driving, slightly jaded, pessimistically optimistic private eye.

RESULT: The detective novel. As David Geherin in the Sons of Sam Spade notes, the private eye "is an American institution, as native as jazz, as recognizable as Mickey Mouse, as appealing as apple pie, as durable as the game of baseball." The writers of detective novels provide more than entertaining stories; they provide a caustic commentary on our values, social mores, and inter-personal relationships. Indeed, the best mystery writers offer a cultural ethnography of a side of the American community that is a pestiferous reflection of ideal America.

The thesis of this course is that we can learn a great deal about changes in the American culture from the study of detective novels. Culture is created, sustained, and altered through our ability as a people to communicate, to create shared understandings of our common experiences. We will focus on communication as a means of analyzing and describing the symbolic vision of American life portrayed in selected detective novels.

Students will read between six and eight detective stories that chronicle the historical development of the American private eye.

Students will participate in class discussions/lectures, analyze a number of movies representative of the mystery genre, interview a working detective, and write two short critical response papers.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: \$10.00 fee for special activities, including movie rental and fees for guest novelists.
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 6:00-9:00 p.m., M-R, I-100

FROM CLAY TABLETS TO COMPUTER CHIPS: THE IMPACT OF COMMUNICATIONS TECHNOLOGY

COMA 301
4 semester hours
D. Gilchrist, M. O'Donnell

Communication and information technologies both reflect and influence the societies they grow out of. We are currently in the midst of a period of rapid change and growth in these existing communication technologies. Changes affecting the delivery of information over the next ten years are going to be more numerous, farther reaching and more rapid than those experienced during the past ten years. Political, economic, social and technological factors are all playing vital roles in shaping the environment within which information and communication services operate.

This class will examine the changes in information organization and delivery and specifically how technology has altered the way in which we store, access and use information.

We will investigate information delivery technologies and systems such as CD-ROM; Optical Disk; Bibliographic, Statistical and Full-Text Online Databases, Teletext and Videotext; and Desktop Publishing. Their impact and future application to information and communication industries, business, government, related disciplines and the consumer will be examined.

Practical applications and needs require us to look also beyond the technology to the information itself, and to the library's role as society's chief organizer and provider of information. How good is the information we can so easily obtain? Where is it coming from and how is it organized? What are the ethics and implications of information as a technology?

Students will have the opportunity to search various types of information databases and to view applications of information technology in the workplace.

Students will be evaluated on the basis of written assignments, projects, exams and class participation.

REQUIREMENTS FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: There will be a lab fee of about \$25.00 (per student) to cover the cost of field trips and computer time for database searches.
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00 a.m.-1:00 p.m., MWF, I-109

EXPERIMENTAL THEATRE

COMA 302
4 semester hours
R. Adams

This class will be an exploration of various experimental theatre techniques and theories from the later half of the 20th

century, including the work of Antonin Artaud, Jerzy Grdowski, Richard Schechner, Peter Brook and others.

These exciting and innovative theories and techniques will be explored primarily through classroom exercises, reading and discussion, workshop projects and other special projects or events. This will be a class where active participation--both physical and mental--will be a requirement. The only other prerequisite is open-minded flexibility and the willingness to explore new areas and ideas.

Class participants will keep a journal, and each participant will prepare a paper or special project using techniques or theories studied. Other small projects will also be assigned as appropriate. Evaluation will be based on participation as well as written work and special projects.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 4:00-7:00 p.m., M-R, I-109

COMMUNITIES AND COMMUNITY NEWSPAPERS

COMA 308
4 semester hours
C. Rowe

To understand community newspapers it is essential, first, to understand communities. This course will consider the shape and function of the community in contemporary society as well as the shape and function of the community newspaper and the potential for changes within both. This will be done through a combination of reading, speakers and field trips culminating in a two-day seminar off-campus involving students, journalists and community leaders. Each student will produce a paper at the conclusion of the course, its specific topic to have been determined by the beginning of the third week of the course. The student will be evaluated for grading purposes on the basis of that paper and on class participation. While the community newspaper is a focal point of this course, this is not a journalism course, as such. Rather, it offers the opportunity to examine the relationship of a community to its media and how change in both occurs as a result of that relationship.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards are required.
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: There will be a \$50 fee to cover costs of off-campus housing during the off-campus seminar.
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 12
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, M-F, I-115

Computer Science

INTRODUCTION TO COMPUTER SCIENCE

CSCI 144
4 semester hours
B. Dorner

This course is an intensive introduction to computer science including algorithm design, structured programming, sorting algorithms and use of data files. The programming language Pascal will be taught as part of the course. Pascal topics will include branching, iteration, procedures and functions, parameter passing, arrays, records, sets, and files. The course will also cover the fundamentals of number storage and binary arithmetic, computer organization, and simple machine language. Students will write 4 to 7 programs in Pascal. Periodic homework assignments and quizzes will be given. Evaluation of the student will be based on homework, quizzes, programming assignments and final examination. Students should expect to spend at least 40 hours working on the VAX system, with the additional charges that use entails. Students usually find the workload in this compressed course to be about the equivalent of a full time job, perhaps including some overtime.

REQUIREMENT FILLED: General University Core Requirement
RESTRICTIONS OR PREREQUISITES: Strong performance in Math 133 or Math 128 or equivalent. Familiarity with VAX editor and/or other programming language will be very helpful.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00-11:30 a.m., M-F, G-102

COMPUTERS IN EDUCATION

CSCI 31701 & 31702
4 semester hours
J. Beaulieu

Computers in Education is a course designed to introduce students to the issues confronting schools which are attempting to integrate the computer into the curriculum, help students develop the computer skills necessary to use the technology successfully in an educational setting, teach students how to evaluate and integrate computer software into the curriculum, and to obtain a minimal level of proficiency in computer programming with the LOGO computer language.

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

Topics covered in the course will include history, research, types of software, software evaluation, copyright issues, computer literacy, teacher utilities,

administrative computing, models of integrating computers into instruction, the Apple operating system, the use of printers and other peripherals, and learning to use LOGO computer language and appleworks integrated software packages.

The class will meet 5 days a week for 2 1/2 hours a day. Two days a week (5 hours) will be a lecture situation and the other 3 days (7 1/2 hours) will be direct instruction on the computer with LOGO, Appleworks, software evaluation, and teacher utilities.

Projects in the course will be the development of a software evaluation form and 10 software evaluations, four LOGO programming assignments, three Appleworks assignments, two short papers on selected issues in educational computing and one major term paper.

Evaluation of student progress will include the above projects plus a midterm and a final exam.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 22
MEETING TIME AND PLACE: Section 01: 10:00 a.m.-12:30 p.m. daily, G-103.
Section 02: 3:30-6:00 p.m., M-F, G-102

DISTRIBUTED SYSTEMS

CSCI 386
2 semester hours
G. Hauser

This course is an introduction to computer networks and distributed computer systems. It is intended for students who are at least juniors and who have a general familiarity with computer systems and programming. At times, when network performance functions are considered, a little knowledge of calculus and elementary probability will be useful.

The course will start with a definition of the ISO model in which networks are split into seven layers and continue with an examination of the structures and protocols of each layer.

Topics will include network topology, network operating systems, concurrency control, circuit vs. packet switching, routing algorithms, satellite and packet radio networks, and local networks.

Students will be graded on homework, exams, and a term project or report. The project can involve programming on the department's SUN workstations connected by an ethernet or the department's INTEL hypercube.

REQUIREMENT FILLED: Fills major or minor requirement in Computer Science.
RESTRICTIONS OR PREREQUISITES: CSCI 280 or ENGR 362
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 8:00-9:30 a.m. daily, G-101

ADVANCED DIGITAL DESIGN

CSCI 520
2 semester hours
R. Spillman

This course will introduce students with a digital logic background to advance topics in digital systems design. The emphasis in the class will be on the design and operation of digital filters and digital signal processors. Students' projects will include the use of CAD tools running on an IBM PC. These tools will allow the students to simulate the performance of their digital signal processor designs. The students will be evaluated on 2 exams, assignments, and projects.

REQUIREMENT FILLED: Math/CSCI major
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 10:00-11:30 a.m., M-F, G-101

Earth Science

THE WORLD OF WATER

ESCI 300
4 semester hours
D. Foley

Modern society interacts in many ways with the water that surrounds us. We complain when it rains and fret when it doesn't. We get flooded when it rains too much. We use water to drink, and to carry away our wastes. We pump vast quantities of water out of the ground to grow food. We use falling water and hot water as energy resources. This class will emphasize geological and management aspects of the current water situation in the U.S. and look at benefits of and problems with our current approaches to water.

The class will meet on campus, with possible field trips to local sites to be arranged. The class will be lecture based, with discussion and exercises in applied aspects of water. Grades will be based on a final exam, a paper, and class participation.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, M-R, S-109

Economics

PRINCIPLES OF ECONOMICS

ECON 150
4 hours
S. Brue

What causes inflation? Why is there considerable unemployment even when the economy is "fully employed"? Can government policies reduce inflation and unemployment? Or, on the other hand, do government policies cause these problems? Is it true that banks create most of our money supply? Who gains from international trade? Who loses? Are we saddling our children with national debt? Why do wage rates differ so greatly among occupations? Why might it be in the profit interest of a monopoly or cartel to restrict its output? Do goods and services have value because land, labor, and capital are required to produce them, or are these economic resources put into use because goods and services have value? What causes changes in prices of individual goods and services?

These are a few of the many questions which will be examined in this introductory economics course. The course will present the basic principles of economics and provide an overview of the U.S. economic system. This is a regular offering of the Department of Economics; hence, the content and expectations are the same as during the normal semester. A lecture/discussion format will prevail. There will be three weekly exams and a comprehensive final exam.

REQUIREMENT FILLED: General University Core Requirement
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 10:00 a.m.-12:30 p.m., M-F, A-209

INTERNATIONAL ECONOMICS

ECON 331
4 semester hours
M. Reiman

This course will investigate economic issues such as regional and international specialization, comparative costs, international payments and exchange rates, and national policies which promote or restrict trade. Students must have successfully completed ECON 150 as a prerequisite to this course.

Evaluation will be based on performance on exams during the course.

REQUIREMENT FILLED: General University Core Requirement
RESTRICTIONS OR PREREQUISITES: ECON 150
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E

MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00-11:30 a.m., M-F, A-208

Education

EDUCATION STUDENTS:

Please note CSCI 31701 & 31702
COMPUTERS IN EDUCATION in the Computer Science section of the departmental listing.

CHANGING SELF-DEFEATING BEHAVIORS OF PROCRASTINATION AND PERFECTIONISM

EDUC 300
2 semester hours
G. Minetti, A. Cogizer, P. Sargeant

Procrastination is not a phenomenon that happens by chance but a habit that is all too human. Procrastination can protect individuals from what may be unpleasant in their lives. It can help one tolerate some uncomfortable and frightening feelings or it can provide excuses for not attempting to complete a task. Regardless of the reasons for procrastination, the behavior can be self-defeating. It is felt by some authors that people who procrastinate are perfectionists often without realizing it. In an attempt to prove they are worthy, they strive to do the impossible, thinking they should have no problem realizing their goals. However, discouraged by the demands of the tasks, they then retreat by procrastinating.

Theory will revolve around discussions of fears such as, failure, success, separation, independence, the unknown power, control, revenge, decision-making, the self-concept and the characteristic role of the family. Perfectionism will include the following: the definition of perfectionism versus the pursuit of excellence in order to discriminate in setting realistic standards and goals, the advantages and disadvantages of perfectionism, the identification of areas of activity in which perfection or procrastination occur; development of a cognitive process that enables one to moderate perfectionistic responses, developing skills that facilitate performance, self-esteem and effective time management.

Assignments will include completing self-surveys, working through the required book, and participating in class discussion. Evaluation will be through take-home exam, assignments and class attendance.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 2:00-4:00 p.m., TWR, A-217

**CONNECTIONS:
CONTEMPORARY CHILDREN'S
LITERATURE IN K-8
CURRICULUM**

EDUC 301
4 semester hours
C. Yetter

Traditionally educators have enriched the classroom experience by reading fiction and non-fiction children's literature to their students. As teachers search for more effective techniques to teach reading and the content areas, the use of children's literature to augment basal textbooks in the instructional program has emerged as a significant approach. Contemporary children's literature provides both diversity of subject and reading levels needed in today's classroom and in addition, offers students the opportunity to collect and examine information from a variety of viewpoints not offered by textbooks. As children are exposed to a variety of reading materials, a rich atmosphere evolves in which each child may grow and learn from his/her perception. When teachers share the love of books, children gain a lifetime of appreciation of literature and respect for literary heritage.

Students will read contemporary children's literature in a variety of genres and gain an understanding of the bibliographical resources of the field. Students will explore techniques for integrating children's literature into the K-8 instructional program through research in current educational literature and field visits to meet teachers who are effectively using children's literature in their instructional programs.

Students will prepare a paper in which all aspects of the coursework are integrated. Instructional methods, profiles of local activities, book reviews and activity ideas will form the basis of content of the papers. Student projects and a final examination will form the basis for evaluation.

REQUIREMENT FILLED: Interim (a useful, supportive elective to the Library Learning Resource Specialist certification program)

RESTRICTIONS OR PREREQUISITES: Students should have completed EDUC 253 before enrolling in this course.

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

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 4:00-7:00 p.m., M-R, Library Curriculum Area

**INTERIM IN THE COUNTRY: A
FIELD EXPERIENCE IN RURAL
EDUCATION**

EDUC 303
4 semester hours
K. Hegtvedt-Wilson, R. Mulder
(See off-campus listing)

**WORKSHOP IN PHYSICAL
EDUCATION AND HEALTH
FOR ELEMENTARY
CLASSROOM TEACHERS**

IDIS 310
2 semester hours
J. Poppen, P. Hoseth
(See interdepartmental listing)

**THE ELEMENTARY SCHOOL:
COULD I TEACH IN ONE?**

EDUC 315
4 semester hours
D. Sydnor

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

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

Placement in the school is the responsibility of the School of Education and therefore the student must complete an application prior to registration for the course. Application forms and the required tally cards are available in the School of Education and/or from the instructor. Applications and registration must be completed prior to November 23, 1988. The signed tally card is required for registration.

The student will observe regular teacher working hours during Interim on a daily basis. Course evaluation will be by the cooperating teacher and the PLU supervisor. Evaluation will be based on regular attendance and successful completion of the specific requirements as outlined on the application proposal form.

Collateral reading is required as is attendance at four seminars. Each student is expected to keep a personal journal or "log," which records and integrates his/her experiences, readings and reflections.

**REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards are required.**

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

**MEETING TIME AND PLACE: January 3:
8:00-10:00 a.m., A-117; Jan. 5, 12, 19, 26:
2:00-3:30 p.m., A-117**

LOOKING IN CLASSROOMS

EDUC 317
4 semester hours
F. Olson

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

The purpose of the field experience is to provide the student with an opportunity to look at and experience firsthand what teachers and pupils do in a classroom. Students contemplating teaching as a possible career choice should find this course particularly valuable as will students who are yet unsure of whether they are interested in elementary schools or in secondary schools.

Placement in a school is the responsibility of the School of Education and requires a completed application form prepared by the student. Forms are available from the instructor and must be completed and signed by the instructor before November 23, 1988 and before registration is completed. A tally card is required.

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

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

**REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards are required and registration
must be completed before November 23,
1988.**

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: January 3:

8:00-9:00 a.m., A-209, Jan. 11, 18, 25:

2:00-3:30 p.m., A-117

**FACE TO FACE: HOW TO BE A
PEOPLE HELPER**

EDUC 318
4 semester hours
K. Rickabaugh

You want to help a hurting friend. You want to be a source of renewal and support for a family member or a fellow worker. But do you know exactly how to go about it? Many of us are caring and would volunteer our services if we thought we could be helpful, if we felt we had the

skills needed to help others with their problems in living. The purpose of this course is to provide the theory and experiences necessary to develop the skills needed for effective helping and interpersonal relating. The course will "give away" secrets of friendship and specific skills--skills that will help us connect with another person and construct a bridge across the interpersonal space that will bear the heavy traffic of growth and healing.

Who needs helping skills? The answer is simple. All of us at one time or another have opportunities to help others make more full and complete contact with themselves and others, feel loved and valued, and learn how to be more effective in solving their problems. These skills and clues for getting close apply to friend and friend, husband and wife, parent and child, teacher and student, nurse or physician and patient, pastor and parishioner, as well as counselor and client. If you are contemplating one of the helping or human service professions, you will find the course particularly valuable.

Drawing from education, psychology, and theology, the course will focus on some basic beliefs about who we are and what it means to be helpful. It will integrate biblical, humanistic, social influence, and behavioral approaches to human relations training. 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 talk honestly about little victories and large defeats. We will be activity oriented with opportunity to observe, practice, and refine several specific helping skills.

You will be expected to attend all training sessions and complete assigned readings. Formative exercises, a peer evaluation, personal journal, and final written examination will be used to evaluate student progress.

BIBLIOGRAPHY: William Backus, Telling Each Other the Truth; Lawrence Crabb, Understanding People: Deep Longings for Relationships; Gerard Egan, The Skilled Helper; George Gazda, Human Relations Development: A Manual for Educators; Sidney Jourard, The Transparent Self; Bruce Larson, No Longer Strangers; Alan Loy McGinnis, The Friendship Factor; John Stewardt (Ed.), Bridges Not Walls: A Book About Interpersonal Communication; Charles Swindoll, Dropping Your Guard: The Value of Open Relationships; Paul Tournier, A Listening Ear: Reflections on Christian Caring; Paul Welter, Connecting With a Friend; David Augsburg, Caring Enough To Hear

REQUIREMENT FILLED: Interim RESTRICTIONS OR PREREQUISITES: Tally cards are required.

GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 9:30 a.m.-12:30 p.m. daily, P-13

SCHOOL PRACTICUM: READING

EDUC 319 4 semester hours A. Mallon

This course will provide an experience in a local school district, working with a reading specialist in the school setting.

The course may be used as an elective in the School of Education. The placement in a school is the responsibility of the School of Education and therefore requires a completed application and a signed tally card prepared by the student and negotiated with the instructor. The proposal is to include objectives, activities, experiences desired, time commitments, products or projects to be completed, and assigned tasks. These two forms are available from the School of Education and/or the instructor and must be completed and signed by the instructor prior to December 1, 1988. A tally card is required for registration.

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 assigned tasks as outlined in the study proposal.

Evaluation will be by the cooperating teacher and the PLU supervisor. Evaluation will be in terms of regular attendance and successful completion of the study proposal. There will be a number of required seminar sessions held on the PLU campus prior to and during the month of January, 1989. The first of these meetings will be held December 8, 1988 from 4:30 to 6:10 p.m. in A-117. The meeting place and days during the month of January will be announced.

REQUIREMENT FILLED: Interim RESTRICTIONS OR PREREQUISITES: Tally cards are required. Education 325 or equivalent is also required and registration must be completed by December 1, 1988.
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 20

HUMAN DEVELOPMENT

EDUC 321 4 semester hours M. Hanson

This course examines the emotional, social, intellectual and physical growth from infancy to adolescence in the context of public schools and related issues. Students will be required to participate in a minimum 60-hour practicum in an elementary school at two grade levels. The course is designed for potential education majors with previous extensive practicum experience and/or previous "educational foundations" coursework. It is also available

for education majors transferring to elementary education.

Classes will include student-led discussion and learning groups, lectures, films, simulations and other activities. Evaluation will be based on student participation related to readings and practicum and observation assignments.

REQUIREMENT FILLED: EDUC 321 RESTRICTIONS OR PREREQUISITES: Tally card are required.

COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 2:00-4:00 p.m., TWR, A-211, 60-hour practicum

PROBLEM SOLVING

EPSY 501 2-4 hours B. Nuefeld

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

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

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

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

The following topics will be covered: types of learning; Guilford's structure of intellect, problem identification, solution components, methods of problem solving (including the four-stage view, information processing and the scientific method), determinants of problem solving (including external and internal conditions), decision making, and the theoretical view of problem solving (including both behaviorist and cognitivist approaches.)

Students will be evaluated on the basis of their contribution to the class and the successful implementation of a chosen problem-solving method.

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

REQUIREMENT FILLED: M.A. in Education (Counseling & Guidance Elective)
RESTRICTIONS OR PREREQUISITES: Students with graduate status in Education or the social sciences. On special permission seniors in Education, Social Sciences, Nursing may be admitted.
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 4:00-6:00 p.m., M-R, R-206

GIFTED CHILDREN

SPED 313
4 semester hours
H. Owens

This course will introduce students to the world of gifted children. How to educate these children to meet their full potential has become a challenge to parents, teachers and administrators alike.

Through this course, students will develop a sense of why being gifted is often considered a challenge. Assessment and curricula appropriate for the gifted will be explored along with new and innovative teaching techniques. Creativity and how to recognize and nurture giftedness will also be highlighted.

A one-hour practicum experience is included to provide students with the opportunity to match theoretical concepts with practical experiences in working with gifted children. Evaluation will be based on 2 quizzes, short in-class presentation and the practicum experience.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards are required.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 2:00-5:00 p.m., M-R, P-10

STRESS IN CHILDREN AND ADOLESCENTS

SPED 316
4 semester hours
K. Gerlach

While it is difficult to quantify the impact of stress on children's academic learning and adjustment, it is safe to say that, for some children, stress is a major impediment to achievement and that most children at some time are diverted by the

effects of stress. This class will present an overview of stress with emphasis on children and adolescent stressors. A major focus of the course will be on developing coping skills for children that teachers and other professionals can apply in the school setting to help alleviate the stress that children are feeling. Topics that will be discussed include community, individual, family and school stressors, intervention strategies, developing self esteem in children, childhood depression, adolescent suicide, relaxation techniques, visual imagery, problem solving techniques, goal setting, and stress prevention. In addition we will examine the areas of fitness and exercise, children and loss, perfectionism, procrastination and eating disorders. Several speakers will discuss local resources and programs. This course will be especially beneficial to education, nursing, social work, and psychology majors. A final exam will be given, and students will complete a research paper or projects and reports on assigned reading.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, M-R, A-200

MENTAL ILLNESS IN AMERICA--THE OPPORTUNITY IS HERE; A CHANGE MUST COME

SPED 317
4 semester hours
G. Williams

The purpose of this course is to chart the course of our country's response to mental illness from the time of its founding to the present day. Special emphasis will be placed on the way in which different segments of our society have undertaken to help those of us who are "mentally ill." Included will be ways in which the church, the government, the educational system, the medical system, and the private sector have addressed the problem. These emphases will be distributed throughout the length of the course as we cover the following periods of time: before 1800, the 1800's, 1900-1930, 1930-1960, 1960-present. Guest speakers from the medical field, the church, private sector, public agencies and the educational system will address this class. These will be combined with field trips to mental hospitals, substance abuse/detox facilities, educational settings, and shelters for the homeless. Students will be expected to discuss their experiences during de-briefing sessions and to actively participate in discussions. Evaluation will be accomplished by self, peer, and teacher ratings of this participation.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards are required.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, M-R, P-10A

PRACTICUM IN SPECIAL EDUCATION

SPED 399
1-2 semester hours
H. Owens

This course provides a supervised experience with children and youth enrolled in special education settings. This experience may be taken locally or out of town, and placement will be made by the instructor in cooperation with local school districts. Students are to read and complete assignments and keep a daily log, and outside readings may be required depending upon the assignment. Students will be graded on the basis of the log and a final paper summarizing their experiences.

Students requesting 1 hour credit must complete 45 clock hours, and those requesting 2 hours credit must complete 90 clock hours. The class satisfies the practicum requirement for the major and minor in special education. Specific assignments will be given in a special introductory meeting held the week of December 5-9. Enrollment is limited to students registered before this date.

REQUIREMENT FILLED: Major or Minor in Education
GRADING SYSTEM: H, P, NC

SUPERVISING PARA-PROFESSIONALS AND VOLUNTEERS

SPED 475
1 semester hour
K. Gerlach

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

The student will complete the following course competencies: identify and substantiate the important components of a para-professional program; demonstrate knowledge of the legal and ethical constraints on the use of para-professionals in special education programs; develop and implement procedures for establishing a para-professional program including the development of selection criteria, job description, interview and selection

procedures and orientation activities; develop and implement both preservice and inservice training programs for para-professionals. Essential skills include conducting needs assessments, establishing appropriate competencies, designing training activities, and evaluating the effectiveness of the training; manage para-professionals including the use of supervisory techniques, communication of assignments and duties to para-professionals, appropriate feedback on para-professional performance, the implementation of ongoing skill development programs, and the evaluation of para-professional performance; describe the rationale for the use and employment of para-professionals and understand the role which para-professionals can play in the development of quality programs in special education; identify the roles played by para-professionals in enhancing special education programs within urban and rural settings; and describe effective means of training para-professionals in a preservice and inservice setting.

Although this class is designed for supervising para-professionals in special education, it is applicable for all teachers who supervise para-professionals or volunteer in a classroom. Students will be expected to develop a handbook for para-professionals. Students will be evaluated on the basis of their performance on the handbooks and course competencies.

REQUIREMENT FILLED: Major or Minor in Special Education
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 4:00-7:00 p.m. Wednesdays, P-13

COMPUTER APPLICATION FOR THE HANDICAPPED

SPED 494
2 semester hours
L. Reisberg

Microcomputers are becoming increasingly important tools in the education of handicapped children and youth. With this increase comes a need for teachers to become familiar with the uses and applications of computers in the instruction of handicapped students. Topics to be covered in this class include: a) Computer applications for IEP and other data management uses; b) Computer applications in scoring and analyzing test results; c) Computer assisted instruction for drill and practice; d) The computer as a tool to teach creativity and problem solving skills; e) The use of computers as a language communication mode for non-verbal children and children with physical handicaps; f) The use of computers to control the environment for physically disabled individuals; g) Computer input devices which can be used by the physically disabled; and h) Analysis of instructional properties and evaluation of software.

The course will utilize both lecture format and hands-on experiences with the Apple IIe computer. Knowledge of computer hardware or computer language is not necessary. Course grades will be determined through the completion of computer projects and assignments completed in the Microcomputer laboratory.

REQUIREMENT FILLED: Major or minor.
RESTRICTIONS OR PREREQUISITES: Tally cards are required.

COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 4:30 p.m.-8:00 p.m., T&R, Microcomputer classroom (Library)

English

PLEASE NOTE THAT GERMAN 422 FILLS A GENERAL UNIVERSITY REQUIREMENT IN LITERATURE

COLLEGE ENGLISH

ENGL 101
4 semester hours
P. Benton

This section of PLU's basic course in college-level reading and writing (and thinking and speaking) will unfold through the daily interplay of several activities including (1) studying classic essays from a variety of fields; (2) practicing how to get well-developed essays out of rough preliminary ideas; (3) using the library to extend an essay into a short research paper, with citations and bibliography; (4) analyzing and playing with sentences to achieve economy, accuracy, grace, and sense of personal style; and (5) reading drafts aloud to each other and responding with both appreciation and helpful criticism.

There is no secret formula for writing well; it just takes concentration, practice, and a good bit of courage--courage to examine ideas, to reconsider initial reactions, to accept criticism and challenge graciously, to experiment thoughtfully, and playfully too. Students with that kind of courage, and with enough initiative to keep reading and writing even when the instructor isn't watching, will find this section suits them just fine.

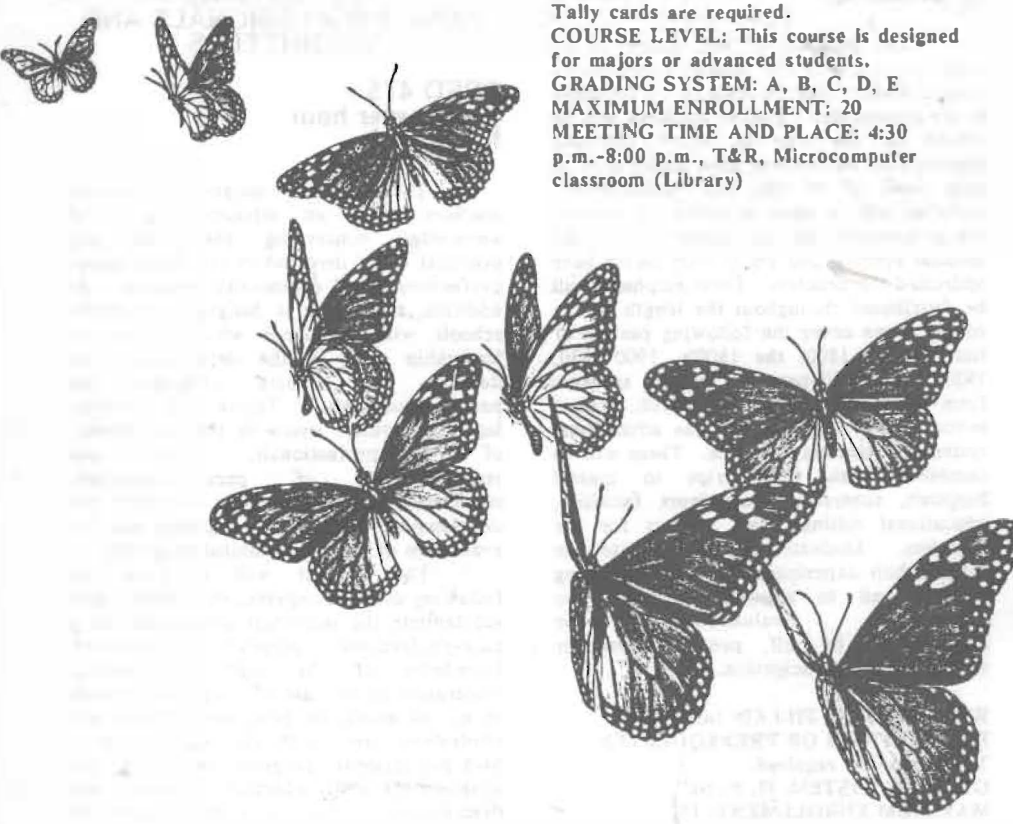
Although this is not a remedial course, we will pay close attention to details of usage and grammar. Students can expect three hours daily of intense discussion and in-class writing, plus 4-5 hours daily of reading and writing outside class. We will complete three polished essays (2-3 pages each) and a short research paper (about 5 pages). Notes, drafts, in-class exercises, and journal entries will add up to about 500 words of writing every day. Regular attendance and prompt completion of all assignments are required. The course grade will be based on the four polished papers.

REQUIREMENT FILLED: General University Core Requirement (Writing)
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00-4:00 daily, A-204A

INTRODUCTION TO POETRY

ENGL 216
4 semester hours
R. Jones

"Poetry is a pleasure, like making love," Donald Hall tells us. It is exquisite, generous, forgiving, sensual, and an art.



And like most pleasures it takes some cultivation, and some abandon--a willing to learn and a willing to loose, to learn the moves and meters of the tongue and wit, to loose the preconceptions of "hidden meanings," or the personal need for everything to reinforce what we think or feel. Poetry comes out of the mouth and goes into the ear--as physical and nourishing as food, as essential to the health of the soul as song.

This course introduces the techniques of poetry and the ways we have of appreciating them. We will read and listen to a generous sampling of poems, listen to poets reading their own work, and watch a few videotapes of significant American poets.

Students will be evaluated by several quizzes, exams (including a final), and a critical paper.

REQUIREMENT FILLED: English

major/minor

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00-12:00

noon, M-R, A-212

INNOCENTS ABROAD: A CULTURAL TOUR OF LONDON AND PARIS

ENGL 300

4 semester hours

D. Martin, G. Martin

(See off-campus listing)

MADE IN THE MOVIES: AMERICAN CULTURAL HEROES IN FILM

ENGL 301

4 semester hours

R. Jenseth

The subject of this course is American cultural heroes and persistent cultural themes as they are portrayed in four (largely American) film genres: the detective film, the western, the "cop film," and science fiction. Our primary task will be to interpret, discuss, and write about four important American films. As we go, we will learn a good deal about film, particularly its special language, its recent history, and current film criticism. Since our focus is culture and cultural myths, we will emphasize social and political criticism. What do these films--and their heroes--tell us about the culture that produced them? How might understanding political and social context help us read a film? For example, what are we to make of Bogart's cynical and dangerous Marlow, who slugs his way through the back streets of high society? Or the outlaw-heroes of the "Wild Bunch," faced with the death of the west and the rise of corporate America? Is the 50's sci-fi film "The Thing" about alien monsters or American ambivalence towards science and scientists? Finally, is "Blade

Runner" futuristic escapism, or social premonition? These and other questions will fill hours of discussion, pages of writing (including one formal critical essay), and two exams.

Films will include "The Big Sleep" - 1946 (Bogart and Bacall); "The Thing" - 1951 (James Arness as 'thing'); "The Wild Bunch" - 1968 (William Holden); "Blade Runner" - 1982 (Harrison Ford).

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-4:15

p.m., M-R, A-216

"SELF IN THE CROWDED GLASS": CLASS AND SOCIETY IN MODERN BRITISH LITERATURE AND FILM

ENGL 302

4 semester hours

J. Marek

For hundreds of years, the British social system has been marked by noticeable class distinctions; in literature, characters such as Tom Jones, the Country Wife, Mr. Micawber, Fagin, Miss Havisham, Miss Marple, and even Eliza Doolittle have become cliches for certain social types. As Americans, we find such strict class division unusual, even if all we've seen of it has been the relatively benign version shown in such BBC TV shows as "Upstairs Downstairs." But class division is still an important element of British politics and society, from the Royal Family to punk rock--or even the Royal Family as treated by punk rock. This course is meant to show film and literature firmly placed in a specific cultural milieu, and should appeal to students of history, political science, psychology, sociology, and economics as well as of literature and film--and to anyone wanting to enhance her or his understanding of the social dynamics of the English-speaking world.

The course will examine expressions of class consciousness found in modern British literary and cinematic works, including some by minority and commonwealth artists. We will learn to detect class bias in the perspectives of the artists, to recognize the various elements of social distinction as they are presented, and to analyze how these elements affect the themes and characterizations in the works. Humorous and satiric treatments will balance out the "more serious" examinations. We will also consider the ultimate breakdown of the social system which some writers and filmmakers have imagined.

Coursework will involve lectures, discussion, occasional in-class writing, and viewing of films or videos. Students will be expected to read three novels and some shorter works, and watch several films, in the course of the interim. Grading will be based upon preparation, participation in discussions, two short essays, and a presentation.

REQUIREMENT FILLED: Interim

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

COST IN ADDITION TO TUITION: \$20.00

film & video rental fee

MAXIMUM ENROLLMENT: 35

MEETING TIME & PLACE: 1:15-4:15

daily, A-215

DREAMS

ENGL 308

4 semester hours

D. Seal

Much of our creative strength lies largely untapped, deep in our unconscious. We can pay \$75 an hour for psychoanalysis, but we can also tune in on free trips to our own nether regions--our dreams. We all dream, and yet paradoxically most of us sleep through our chances to learn from them. This Interim we will explore ways to learn about dreams, to interpret dreams, and to make use of our dreams in our own art.

We'll begin by following some contemporary practical and scientific guides, such as Laberge and Garfield. They point out what we can and can't do with dreams. We will then apprentice ourselves to the older explorers, Freud and Jung, in order to see what place dreams have in two modern psychologies. Some work with Fritz Perls' Gestalt interpretation and James Hillman's image orientation will reacquaint us with two old childhood friends: skits and crayons. We will look for some connections between dreams and larger concerns: health, poetry, myth, death. We will also work with guided imagery, and explore its relations to dreams. In addition, there will be a special unit on animal dreams.

Students will be expected to keep a dream journal in which they record and interpret their dreams. Five dreams and their interpretations will be handed in. A small paper will be required at the end of the second week on some intellectual aspect of dreams. We will also work with drawing key dream images in crayon and acting dreams out in skits. In addition, students will work on a final project concerning dreams. They may choose to write an analytical paper on some aspect of their dreams; or they may choose to compose and perform their own music to a dream; or choreograph a dance to a dream; or construct a dramatic encounter and stage the dream; or render it by means of the plastic or visual arts. This final project will be submitted to or performed in front of the entire class.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 2:00-4:30

p.m., M-F, I-100

Health Education

EXERCISE AND WELLNESS PROGRAMMING

HEED 300
4 semester hours
G. Chase

Regular exercise has a documented beneficial role in health enhancement programs. As a result, there has been a large increase in exercise/wellness programs for people with controlled disease or without disease. This increase has indicated a need for qualified individuals to administer safe, effective and relevant programming strategies. The primary purpose of this course is to link science disciplines that fall under the umbrella of Sports Medicine (i.e. exercise physiology, exercise prescription, kinesiology, injury prevention and rehabilitation, and exercise counseling) into an overall theoretical and practical framework. This course is designed for students with interest in the health and fitness, health promotion, and wellness fields.

Topics to be included in the course are: a) Exercise Programming--adherence to exercise, counseling exercise-related injuries, modifications in exercise programs due to acute illness and controlled conditions (e.g., asthma, diabetes, coronary heart disease, chronic lung disease and allergies), exercise prescription and follow-up strategies. b) Exercise and Wellness Programs--health promotion programs, athletic clubs, weight control clinics, corporate fitness programs, law enforcement and fire suppression.

Lecture and discussion will be supplemented with outside speakers in related disciplines. Round-table discussion groups requiring library search will be assigned as a follow-up to outside speaker presentations. Each student will be required to submit a final paper in a related topic.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 7:00-10:00
p.m., M-R, O-103

HEALTH PROMOTION AND DISEASE PREVENTION: LIFESTYLES OF THE FIT AND HEALTHY

HEED 303
4 semester hours
T. Evans

This course will be an overview and integration of the biological, social and behavioral aspects of health promotion and disease prevention issues. A particular emphasis will be placed on how these relate to the major contributor of mortality and morbidity in America today, heart disease. We will consider aspects of heart disease casually, prevention and treatment. The

current state of knowledge will be reviewed with attention to unanswered questions and controversies. The class will consider the association between heart disease and various lifestyle characteristics such as diet, exercise, weight control, smoking and stress. Finally, the course will include information related to personal and community strategies designed to help prevent heart disease.

The class will be designed around lectures and discussion by the instructor and invited guest speakers.

Students will be evaluated on the basis of a final examination and a written paper of approximately 8-10 pages.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00-3:30
p.m., M-F, O-102

NUTRITION FOR FITNESS AND SPORT

HEED 305
2 semester hours
G. Nicholson

This course is designed to provide nutritional information to the individual who is physically active or to those who desire to initiate or are just initiating a personalized exercise program.

Topics to be discussed include: basic nutrition principles; the role of carbohydrates, fats, protein, vitamins, minerals, and water in physical performance; the energy aspects of exercise; weight gain and loss programs by diet and exercise; special concerns during exercise in heat; vegetarianism and physical performance; effects of alcohol and caffeine on physical performance; and drugs used for weight and strength gain and loss.

The class will be presented through lecture, video, and guest speakers. Outside reading and a presentation will be required.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00-11:30
a.m., M-F, O-103

FAMILY CENTERED CHILDBIRTH

HEED 311
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 for citizenship, and for the scientific, intellectual and commercial worlds. It prepares them somewhat for marriage and family life, but not for pregnancy, labor and delivery. For both men and women an important part of

preparation for adult life is neglected. This course is offered in an attempt to fill the gap.

The course will consider the following areas: anatomy and physiology of reproduction; pregnancy, labor and delivery; nutrition; Leboyer techniques; postpartum; breast feeding; midwifery; family planning and infant care.

Course expectations include: attendance, participation in class discussions, reading from a handbook and other texts, and evaluation of a personal nutrition record. Additional course requirements will include the following: 1) research of current articles within four different areas of study, and 2) a final research paper of a report of observations from visiting childbirth education classes in the community.

REQUIREMENT FILLED: Interim
COURSE LEVEL: This course is designed for all students. However, since the course is primarily designed for lay persons and consumers, upper division nursing students should contact the instructor prior to registering for the course.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 9:00-11:30
a.m., M-F, O-102

History

WRITING PLU'S HISTORY

HIST 300
4 semester hours
P. Nordquist

In 1990 Pacific Lutheran University will celebrate its centennial. Many activities organized around the centennial celebration theme--Educating for Service, Century II--are being planned. A comprehensive history is also being written (by the instructor of this course). PLU's history is complicated, interesting, and quite colorful. The institution has played an important role in regional history, in the unfolding history of the Lutheran Church in the northwest, and in Lutheran higher education in North America. There have been accomplishments of a high order, fidelity to mission, educational and religious seriousness, occasional expressions of intellectual amnesia, as well as silliness and failures. By the end of 1987 more than 500 graduates had gone on to Lutheran theological seminaries, 420 graduates had been accepted by medical and dental schools, more than 320 graduates had received Ph.D. degrees, and more than 1800 nurses had graduated. PLU football (1939-42, the 1980's) and basketball (1955-1964) teams established norms that continue to be discussed and used for judgments. The Choir of the West continues to set regional standards for vocal music. This course is designed to allow students to participate in the organization and writing of PLU's history. Many topics

are available. The resources of the University Archives will be the primary materials used in the projects. Oral interviews will be utilized when possible (some instruction in interviewing will be given). The University Archivist will be available for consultation. Most of the research will be done in the Archives. A paper summarizing the month's research will be the major project for the class.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 10
MEETING TIME AND PLACE: 9:00-11:00 a.m. daily, X-114

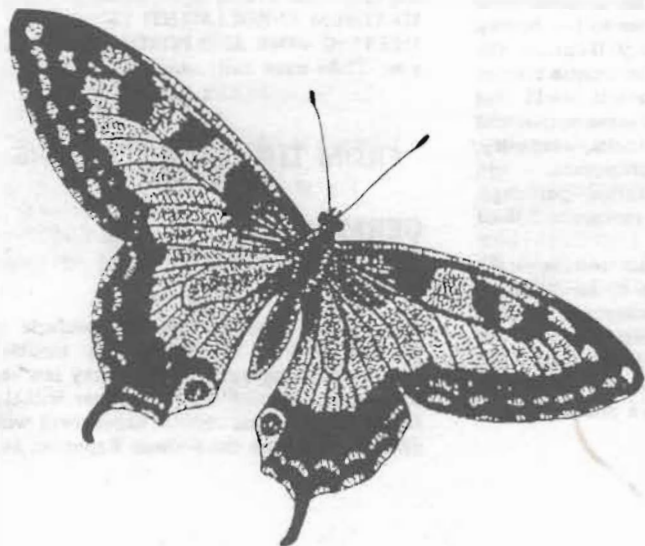
THE VIETNAM WAR AND AMERICAN SOCIETY

HIST 301
4 semester hours
E.W. Carp

This course will examine the many changes in American society that resulted from the United States' involvement in the Vietnam War. Although we will discuss military strategy and guerrilla warfare, our main focus will be on the diplomatic, political, social, and cultural aspects of the war. Specific topics will include: the origins of the conflict, North and South Vietnamese politics, the experience of American soldiers, the nature of the antiwar movement and the counter-culture, the role of media coverage of the war, the evolution of U.S. policy decisions, the morality and ethics of the war, and the "lessons" of Vietnam.

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

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00-3:30 daily, X-114



LUTHERANS UNDER HITLER

HIST 318
4 semester hours
R.P. Ericksen

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

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

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 6:00-8:00 p.m. daily, A-206

Languages

PLEASE NOTE THAT GERMAN 422 FILLS A GENERAL UNIVERSITY REQUIREMENT IN LITERATURE

INTERMEDIATE SPANISH

SPAN 201
4 semester hours
L. Sand Faye

Spanish 201 is the regular first semester of Intermediate Spanish, which has as its prerequisite one full year of college Spanish or at least two years of high school Spanish or the equivalent with the permission of the instructor. The course will provide an intensive review of elementary Spanish, as well as a continued development of the language skills of understanding, speaking, reading and writing of Spanish.

Cultural and literary topics from the Hispanic world will be introduced in the materials utilized for presentation of the language skills. Films, slides, and audio materials of both Spain and Spanish America will be used both in and out of class for further reinforcement both of language and of cultural interest.

The class is intensive in nature, covering an entire semester's work in four weeks. Students will be expected to spend considerable time outside of class preparing assignments and learning material. Class attendance and active participation are expected and will constitute one factor in evaluating student performance. There will be daily quizzes, weekly tests and a final examination. At the end of this course, successful students will be prepared to enroll in Spanish 202, the second semester of Intermediate Spanish.

REQUIREMENT FILLED: Arts & Sciences Language Requirement
COURSE LEVEL: This course is designed for all students who meet the prerequisite of SPAN 102 or 2 years high school Spanish or equivalent.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00-12:00 noon, daily, A-216

INTENSIVE FRENCH

FREN 301
4 semester hours
R. Brown

In this course, students who are new, or almost new, to French will enjoy an intensive encounter with one of the most beautiful languages, the language of writers, artists, thinkers and creators since 1100. Throughout the four weeks, we will actively begin preparation for real-life situations:

working in North or West Africa, ordering French food, communicating with people in Paris, Quebec, Tahiti, parts of the Caribbean, Belgium, Switzerland, Luxembourg, or during the '92 Olympics in France's Savoy. Speaking and listening comprehension will be emphasized, but reading, writing and a foundation in grammar will also be important components. Classes will be conducted entirely in French.

Mornings, we will dig into contextual exercises and creative dialogues. This will also be a time for group work and explanations. Afternoon sessions will concentrate on assimilation and listening. We will frequently view and discuss a superb video series, French in Action. Created through the efforts of the Yale and Wellesley language departments and filmed in Paris, the series offers a variety of French accents and authentic cultural situations. Wednesdays will be set aside for independent study and review of video and audio tapes in the listening room of the library. During the final week, the class will gather at the instructor's home for an afternoon of French cheeses, desserts and music. At times we will also experiment with methods designed to enhance memory, including the use of music.

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

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 28
MEETING TIME AND PLACE: 10:00 a.m.-12:00 a.m., 1:00-3:00 p.m., MTRF, A-214

THE SILENT WORLD: AN EXPERIENCE IN DEAF AWARENESS

SIGN 302
4 semester hours
J.S. DeSherlia
(See off-campus listing)

INTENSIVE NORWEGIAN: AN INTRODUCTION TO THE NORWEGIAN LANGUAGE AND CULTURE

NORW 307
4 semester hours
A. Toven

This course will offer intensive instruction in the Norwegian language and an introduction to the Norwegian people. The main emphasis will be on learning to understand and use the language in everyday situations. Extensive, daily practice speaking Norwegian will bring rapid progress in handling useful vocabulary and phrases related to such topics as family, health, housing, numbers, personal data, and travel. Students will also work on reading and writing the language.

The course content will be similar to Norwegian 101, making it possible for students to continue in Norwegian 102 in spring semester.

The cultural activities will include songs, slides and films of Norway, and an introduction to folkways.

The students will be evaluated by means of regular quizzes, tests, and participation in class activities.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: \$25 for cultural activities
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, A-210

POMPEII

CLAS 310
4 semester hours
R. Snee

Fortunately, for the archaeologist and ancient historian, there was little opportunity for change in the cities of Pompeii and Herculaneum after 24 August A.D.79. On that date the volcano Vesuvius in southern Italy erupted, covering the cities of Pompeii and Stabiae with ash and pumice and inundating the city of Herculaneum with mud. These ancient cities, remarkably preserved by the action of Vesuvius, remained buried for centuries, and it has only been in the past 125 years that systematic excavation has reclaimed them from the tomb. We can now walk the streets, enter the shops and homes, visit the temples, municipal building, theatres and baths of an ancient town. Pompeii, particularly, affords us a view of a city of prosperous shopkeepers catering to wealthy Romans seeking the resorts of the South. Of added interest is the fact that the apostle Paul passed through this area around A. D.62 (Acts 28.13-14).

The class will examine the entire experience of Pompeii and its neighboring towns through slide lectures and as extensive an exposure as possible to photographs. Readings will include a translation of Pliny the Younger's *eyewitness account of the eruption*. Some attention will be given to the archaeological history of the sites as well as to the history of the towns. The primary focus of the course, however, will be the unique picture of everyday life in the ancient world that these cities provide--town organization and administration, religious cults, industry, recreation, private architecture, and especially the rich and varied paintings, mosaics and statuary that surrounded these provincial townspeople.

Everyone in the class will have the pleasure of participating in an (aristocratic) Pompeian Festival. Class members, as their dramatic or culinary talents dictate, will perform an ancient Roman comedy and prepare a three course banquet. Academic evaluation will be based on a midterm and a

final, both of which will include slide identification.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: \$15 for Pompeian Festival
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 10:00 a.m.-12:30 p.m. daily, A-210

CHINESE ARTS AND CALLIGRAPHY

CHIN 315
4 semester hours
Pen-shui Liao, Shu-fang Liang

Throughout Chinese history calligraphy and painting have been closely related. Both of these arts use similar materials and have required similar training of the artist. The Chinese generally believe that these arts allow the expression of personal style and originality more than any other creative activity.

Chinese calligraphy can be traced back to the Shang Dynasty (c. 1800-1200 B.C.) when ideographs and pictographs were carved into oracle bones. Artists began to use bamboo brushes during the Ch'ing Dynasty (265-420 A.D.), near the beginning of the most splendid period of Chinese calligraphy, which lasted from the Three Kingdoms (220 A.D.) to the T'ang Dynasty (907 A.D.).

Like calligraphy, Chinese painting is an ancient art. During the Shang Dynasty, painted decorations appeared on banners, dresses, gates and walls. By the time of the Northern and Southern Dynasties (420-581 A.D.) painting on paper and silk had become popular. The T'ang Dynasty was the golden age of Chinese painting.

This course intends to acquaint students with the history of Chinese calligraphy and painting, and to give them actual practice using the writing brush to pen simple Chinese pictures in the traditional style.

There are no prerequisites. Lectures and practice sessions will be conducted in English.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, A-117

FROM THE KAISER TO THE FUEHRER

GERM 422
4 semester hours
P. Webster

From 1890 to 1945 the spectacle of German politics fascinated and troubled observers throughout Europe. They saw the blustering, bungling style of Kaiser Wilhelm II, the abortive and chaotic experiment with democracy during the Weimar Republic, and

experienced the far more competent and ruthless dictatorship of the Third Reich. They watched as German politics brought unrest and, finally, disaster to its neighbors and itself.

During this time, German writers also attracted considerable attention outside the German-speaking world. Three won Nobel prizes for literature. Franz Kafka became famous as the founder of a new modern style, the poet Rilke became an international cult-figure, and Thomas Mann's novel The Magic Mountain became a best-seller in the United States. Why did the international public by and large ignore German writers who criticized political developments in Germany and read instead those more removed from the public affairs of the day?

We will look for answers to this and other questions as we read works by German writers of the time. We will study them as literature and as symptoms of the gap between the German intelligentsia and their contemporary politics.

All readings are in English; students need no knowledge of German. We will meet daily for lectures and discussion of the reading. Students will write a review of one of the works and write a final examination. This course will meet the General University Requirement in Literature.

REQUIREMENT FILLED: General University Core Requirement
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, A-212

Mathematics

CONSUMER FINANCIAL MATHEMATICS

MATH 313
4 semester hours
M. Herzog

Everyone uses financial mathematics at some time in his/her life. The topics covered in this course such as checking accounts, credit card transactions, and loans should be of interest to every student today.

Other topics include financial statements, depreciation, taxes, interest, bank discounts, compound interest, consumer credit, annuities, sinking funds, amortization, securities, and various types of insurance. At the end of the course the student should be able to verify bank and credit card statements, compute house payments, find yield on various investments, find actual interest on loans, compute property taxes, and calculate present value of winning \$10,000,000 sweepstake. The student will learn to use both the calculator and the computer as aids in solving problems.

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

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: Students must acquire a business analyst calculator (\$20-25).
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00-3:30 daily, G-101

Music

PRIVATE INSTRUCTION

MUSI
1 semester hour
Staff

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

RESTRICTIONS OR PREREQUISITES: Must register in the Music Office
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: \$100.00 lesson fee

A CULTURAL TOUR OF NEW YORK CITY

MUSI 301
4 semester hours
C. Knapp
(See off-campus listing)

INTENSIVE STUDY AND PERFORMANCE OF MAJOR WORKS FOR WINDS AND PERCUSSION

MUSI 303
4 semester hours
T. O'Neal

This course is an intensive study and performance of wind literature by significant composers. It is open to students who are members of the University Wind Ensemble. The first two weeks of Interim, Monday-Friday 9:00 to 5:00 p.m. will include various sectional and full rehearsals of representative works. This study will culminate in performances in California, Arizona and Colorado during the last two weeks of Interim.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Open only to members of the University Wind Ensemble.
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E

COST IN ADDITION TO TUITION: \$150.00
INSURANCE COVERAGE: Required
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, E-228

FOR THE LOVE OF MUSIC

MUSI 304
4 semester hours
K.V. Farner

This course is designed to enhance the listener's understanding and appreciation of music. Emphasis will be on acquiring basic music skills and applying those skills as we travel through the wonderful world of melody, rhythm and harmony. We will explore music from many perspectives: its structure, composers, performers, and history. Additional insight will be gained by means of videos, recordings, guest speakers and excursions to musical performances.

Evaluation will be based on class attendance, a paper, and a final examination.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 33
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, E-122

BEGINNING BAND

MUSI 305
4 semester hours
L. Parce

This is a beginning class with instruction on any of the following instruments: flute, clarinet, saxophone, trumpet, French Horn, trombone, baritone and tuba. Absolutely no experience or prior musical training is necessary. The University does have a limited number of instruments available; however, it would be best if students could find an instrument to borrow from friends or family, or perhaps rent from a music store. The instructor will welcome any questions before Interim. (Call the Music Office at x7601.) The only expense (other than instrument rental if necessary) will be a class method book, reeds and/or all. Students will be evaluated on the basis of their progress toward learning to play a musical instrument.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 4:00-5:45 p.m. & 6:45-8:00 p.m., MWR, E-228

INTENSIVE STUDY OF CHORAL LITERATURE

MUSI 306
4 semester hours
G. Vancil

Members of the Choir of the West will spend two weeks intensively studying a variety of choral literature--different styles, periods and languages. Class will meet from 9:30 a.m. to 4:00 p.m. daily. Two weeks will be spent touring the Northwest and performing this literature. Student participation is required for all class sessions and the tour. Grades are based on participation and knowledge of the repertoire studied.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards are required.
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: \$150 or less (touring costs)
INSURANCE COVERAGE: Required
MEETING TIME AND PLACE: 9:30 a.m.-4:00 p.m. daily, E-227

HEAVY INTO LISTENING! A CULTURAL CRASH COURSE VIA THE RECORDED ARTS

MUSI 307
4 semester hours
J. Kracht

We've all seen them--those comprehensive lists of what every well-rounded classical record collection should contain (and, by inference, what every well-rounded listener should have heard!). Yes, a veritable compendium of humankind's greatest musical achievements is ours for the listening! But we never seem to take the time, and, most of all, we never, never, ever have the money to buy all those recordings! So, once again, we put the list aside and put off becoming the well-rounded listener we'd like to be. Well, here's an opportunity for changing that. With over 14,000 records, tapes and compact discs on its shelves, the PLU Music Department recorded music collection is one of the largest in the Pacific Northwest. It contains the whole list and more! With this fantastic resource at your disposal, take a guided listening tour through the all-time great classical masterworks in sixteen programmed sessions combining commentary, listening, and discussion and four "just-for-the-asking" sessions devoted to open requests. Out-of-class reading assignments are required for each. Evaluation is through listening diaries, aural and written exams. Possible optional attendance at one or more area concerts will be available as opportunities permit.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 12:00 noon-3:00 p.m. daily, E-228

INTRODUCTION TO JAZZ SINGING

MUSI 308
4 semester hours
P. Mattson

Through reading, listening and in-class performances, students will explore the art of solo jazz singing. The course will focus on the art of singers such as Ella Fitzgerald, Louis Armstrong, Sarah Vaughn, Mel Torme, Billie Holiday, Frank Sinatra, Carmen McRae, Bobbie McFerrin, Barbara Streisand and others.

Students will perform assigned solos in class on microphone and with an accompanist. The class prerequisite is previous singing experience (from "the shower" to formal training and/or experience in choirs, musical theatre, clubs, etc).

The primary means of evaluation will be memorization of the assigned material and growth in creativity and freedom of performance; there will also be periodic tests on assigned readings and a final examination.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00-4:00 p.m., M-R, H-101

RECORDING TECHNIQUES AND TECHNOLOGIES

MUSI 309
4 semester hours
R. Holden

Ever wondered how your favorite recording artist gets "That Sound." You may find the answer here. Rock, Jazz, Country and other contemporary music forms have been dramatically changed by new electronic, computer and digital technology. This course will take you through the fundamentals of recording and microphone technique right up to the latest in recording and MIDI (Musical Instrument Digital Interface) technology. Lab time will include using multitrack analog and digital tape recorders, a 42 channel recording console, digital delays and reverbs, equalizers, compressor/limiters, signal gates, and more.

No knowledge of music, electronics or recording is required for this class; just bring your ears.

The impact of high technology in the music performance and recording areas will be reviewed demonstrating the correlation and effect on the entire music and entertainment industry. The latest in technology will be seen in action when the class tours one (or more) of the Northwest's top recording studios.

The final class project includes live recording sessions and overdub sessions of songs performed by professional musicians onto the 16 track recorder. Each student will do a final mixdown of the song(s) recorded, using any or all the "special effects devices" available in the studio. A final written exam will also be given.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 6:00-9:00 p.m., T-F, Television/Audio Studios (A-205)

Natural Science

HISTORY OF SCIENCE THROUGH THE SCIENTIFIC REVOLUTION

NSCI 201
4 semester hours
C. Meyer

Today we recognize science as an important part of our lives; this was not always the case. In this class we will look at how science has changed from its very beginnings in the ancient world up to the scientific revolution. We will study the birth of science in ancient Greece and ask how it all started, and we will also look briefly at science in China, India, and the Mideast. Then we will look at European science in the Middle Ages and Renaissance. We will conclude with the explosive growth of science with Galileo, Newton and others. Throughout this time we will see changes in scientific theories and scientific methods. We will examine as many branches of science as possible: astronomy, biology, medicine, mathematics, physics, and technology. We will consider the relationship between science and the society at large. Students will read selections from original works as well as secondary sources. There will be laboratory demonstrations of selected experiments.

There will be one substantial paper on a topic of the student's choice, and regular short writing assignments on the reading. There will be two tests. Grades will be primarily based on written work and tests and secondarily on class participation.

This course is appropriate for anyone who is interested in science.

REQUIREMENT FILLED: General University Core Requirement (Fulfills Natural Science lines 1, 2, or 3)
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00-4:00, M-F, S-109



Nursing

PHARMACOLOGY

NURS 232 2 semester hours J. Herman-Bertsch

This course focuses on pharmacologic principles and selected drugs using a systems format. Content will include drugs affecting the central nervous, cardiovascular, respiratory, urologic, endocrine, gastrointestinal, integumentary systems as well as psychotropic drugs, chemotherapeutic agents and eye and ear drugs. Consumer teaching needs to be considered.

At the completion of the course, students will be able to correlate drug actions and uses with the pathophysiology of specific diseases; identify correct dosage ranges, routes of administration, common side effects, drug interactions, contraindications and precautions; and develop consumer teaching plans for common drug groups.

Evaluation will be based on performance on two quizzes, two examinations and quality of consumer teaching plans.

REQUIREMENT FILLED: Elective in Nursing

RESTRICTIONS OR PREREQUISITES: Tally cards are required. Previous Anatomy & Physiology, Pathophysiology or permission of instructor required.
COURSE LEVEL: This course is designed for majors or advanced students.
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 12:00-3:00 p.m., W&F, R-206

GERONTOLOGY: A STUDY OF AGING--NOW AND INTO THE 21st CENTURY

APHS 310 4 semester hours L. Rhoades, Y. Yumibe

What can we do in our youth to influence our aging? Limitless opportunities for change exist for today's college student to preserve health and vitality and increase predicted life expectancy.

This course presents an overview of opportunities for change. The focus on aging will include the current myths, trends, lifestyles, and health of the fastest-growing segment of our population, and the course will offer possible scenarios for the future. Aspects of aging, including biological, sociological, psychological, emotional, cultural and spiritual will be examined.

The impact of aging on individuals, families, communities and environments will be analyzed, and increasingly controversial political, ethical, and legal concerns will be addressed from a contemporary perspective.

All these aspects of aging will be considered from the viewpoint that individuals may seize numerous opportunities for change in order to enhance life.

Teaching methods will be lectures, movies, discussion and field study. Evaluation will be based on attendance, class participation, two tests and one paper.

REQUIREMENT FILLED: Interim
COURSE LEVEL: This course is designed for all students.
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 2:00-5:00 p.m. daily, R-204

THE SURGICAL EXPERIENCE

NURS 312 4 semester hours F. Gough

This is a patient-centered study of the nursing care required for patients undergoing surgical intervention. 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 students will gain an understanding of their role as a member of the perioperative health team. Opportunity to apply aseptic technique will be given.

Students will spend three hours in class prior to their clinical experiences. They will be scheduled eight hours per weekday in the operating room with selected experiences in "scrubbing" and "circulating," in pre- and post anesthesia recovery areas, and in out-patient ambulatory surgery.

Students will be evaluated by written work (completion of a study guide, a journal of various experiences and self evaluation to be turned in at the completion of the course) and satisfactory clinical performance.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards are required.
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: Transportation, meals, text
MAXIMUM ENROLLMENT: 10
MEETING TIME AND PLACE: Students will spend eight hours during week days in the clinical facility, rotating through selected assignments. With the exception of 2-3 days of late afternoon assignments, students will be scheduled from 7:00 a.m.-3:30 p.m.

OPPORTUNITIES IN NURSING

APHS 313 2 semester hours A. Hirsch

This course will provide students the opportunity to imagine and explore their future in health care. The roles and functions of nurses in a variety of diverse settings will be discussed and the "expanded role" of the nurse explored. Through lecture, discussion, guest speakers and field trips students will be exposed to the realities of rehabilitation, oncology, psychiatric trauma, critical care, renal dialysis, burn, flight, military and overseas nursing and the roles of practitioners, midwives, educators, researchers and anesthetists. Issues related to the expanded role of the nurse, such as liability, cost containment and third-party reimbursement, will be discussed.

Class participation and a paper exploring a topic of choice related to professional nursing practice is the method of evaluation for this course.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 1:00-4:00 p.m., M&W, R-205

WHAT'S A COMPUTER DOING IN HEALTH CARE?

APHS 314 2 semester hours S. Goodwin

This course is designed to enhance the learner's appreciation of how a "high tech" computer fits into the "high touch" field of health care. A historical review of computers, jargon interpretation, and ethical implications will provide the foundation for the course. Specific examples of computer applications in health care settings will include national networking systems, hospital administration and ambulatory care settings. An in-depth exploration of computer usage in nursing will include administration, patient care, education, and research. Learning activities will be aimed at increasing personal computer literacy through lecture and discussion. Off-campus field trips and hands-on computer experience are the learning dynamics of the course. Assignments will involve development of a short Computer Assisted Instruction (CAI) program, a data base project, and a mini-research project, using computer application (no programming skills needed). Evaluation will be based on three projects and one quiz. Computer experience is not a prerequisite for the course.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, M&W, R-206

GROWING WHILE LOSING

APHS 315
2 semester hours
J. Fanslow

This is a course on loss from a Christian perspective. It will focus on losses experienced in life and death, how these losses are grieved and the personal growth achieved. Content will be presented and discussed in an open-ended manner while looking at the personal impact of loss. Select theoretical concepts and scripture will be presented in relationship to course content. Content will include: grief and grieving; life's losses (physical, psychological, social, personal possessions and significant others); losses related to death; aloneness and forsakenness; what one can bear (one's potential/capacity); rebirth--casting one's burdens; and tying up loose ends.

Students will be expected to participate actively in class discussions, attend all classes and write a paper. The paper will focus on one type of loss people are faced with in their lives and the positive growth that can occur based on the hope God proclaimed in the Bible.

Course evaluation will be based on class attendance (50%) and the final paper (50%).

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00-12:00,
T&R, R-206

CHANGING ATTITUDES AND VALUES TOWARD TOUCH: AN INTRODUCTION TO MASSAGE

APHS 317
1 semester hour
M. Carpenter

Touch can bring about dramatic changes in the body--relaxation, restoration, regulation, regeneration. Skin has an integrative factor for health and wholeness.

The focus of this course is the promotion of well being through touch. Participants will have an experiential introduction to massage. Topics will include: purpose, effect, principles, procedures, attitudes, techniques and use of effleurage, petrissage, friction, tapotement; with application to the back, extremities, head and abdomen.

This course is open to any student, and is held on campus in Ramstad from 4:00-5:50 (Monday through Thursday). Please do not sign up for the course unless you can **ATTEND EVERY CLASS**. Students provide their own massage oil. Readings are assigned from Ashley Montague's book Touching: The Human Significance of Skin.

REQUIREMENT FILLED: Interim
MAXIMUM ENROLLMENT: 16
MEETING TIME AND PLACE: 4:00-5:50
p.m., M-R, R-317

Philosophy

PHILOSOPHICAL ISSUES: CONSTRUCTING A WORLDVIEW

PHIL 101
4 semester hours
K. Cooper

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

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

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

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

REQUIREMENT FILLED: General
University Core Requirement
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 8:00-11:00
a.m. daily, A-204B

MORAL PHILOSOPHY AND REPRODUCTION: MAKING LOVE, GIVING BIRTH, PLAYING GOD

PHIL 125
4 semester hours
P. Menzel

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

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

REQUIREMENT FILLED: General
University Core Requirement
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 1:00-3:45,
M-F, A-208

FREEDOM: THE PRE-CONDITION OF HUMAN ACTION

PHIL 300
4 semester hours
V. Arnason

If we are not free, then we cannot change things. Things may change, of course, in the inevitable way that the forces of nature bring about change. But if we are not free, it seems there is no meaningful way in which we can be said to bring about change in our condition, any more than we can prevent a volcanic eruption or cause a tree to blossom. There would be happenings, including happenings in our lives, but there would be no genuine human actions.

This course will discuss the meaning and significance of freedom in light of three important philosophical issues. First we will deal with the metaphysical issue of free-will. Are we really free or are we only results of physical, physiological and social influences? Are our conceptions of human

freedom and our knowledge of natural causation compatible, or is human freedom only an illusion? Is the best we can do perhaps only to act "as if" we were free?

The second issue we will deal with is the problem of moral autonomy. What does it matter from a moral point of view that we are free or not? What is the relationship between freedom and duty? When is it appropriate to hold persons responsible for what they do? Is moral responsibility perhaps the major aim of human life, and if so, how could that be achieved?

The third issue that will be addressed in this course is that of social-political liberty. What should be the limits on individual liberty and how can they be justified? What are the social conditions necessary for the exercise of human freedom? Are there any opportunities for change in modern mass society?

Readings will include both classical statements and more recent discussions of these issues; they will include figures such as Aristotle, Hume, Kant, Mill and Freud, and recent writers such as Sartre, Berlin, Hayek and Marcuse.

Students will be expected to participate in discussions. There will be four assignments: two tests and two short papers.

BIBLIOGRAPHY: Robert E. Dewey and James A. Gould, ed., Freedom: Its History, Nature and Varieties.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: \$5.00 for xeroxed material
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00-11:30 a.m., M-F, A-204A

THE TRIAL OF SOCRATES: ATHEIST, FASCIST, CORRUPTOR OF YOUTH?

PHIL 301
4 semester hours
C.E. Huber

Americans typically think of Socrates as a hero of sorts and martyr to the cause of truth and personal integrity. Virtually nothing in the historical record, however, would move the ordinary citizen in modern democratic America to think well of him. He was tried for scandalous anti-religious views common among Greek intellectuals, the corruption of young men, and, worst of all, anti-democratic beliefs which denied the rights and abilities of the common man to participate in the life of the state.

In this course we shall act as a jury (Provost Emeritus Jungkuntz will act as Judge). We will view a dramatic reproduction of this famous trial, read a current popular book about it, and examine the evidence from some of Plato's dialogues, which will culminate in a verdict by the class.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 a.m.-12:00 daily, A-206

HEALTH CARE ETHICS III: INFANTS AND CHILDREN

PHIL 323-III
1 semester hour
P. Menzel

When may we let very seriously defective infants die? May parents consent to important research on children that poses some risk of harming the child? Should parents be allowed to pre-ordain the sex of their child, or to create it via a hired surrogate mother? This course will deal with such questions by joining the Philosophy 125 Moral Philosophy and Reproduction class for approximately one-third of its meetings. Attendance and one 5-page paper will be required.

REQUIREMENT FILLED: General
University Core Requirement but only with PHIL 225
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 10
MEETING TIME AND PLACE: 1:00-3:45, M-F, A-216

Physical Education

PERSONALIZED FITNESS PROGRAM

PHED 100
1 semester hour
B. Moore

REQUIREMENT FILLED: General
University Requirement in Physical Education
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 11:00-12:15 p.m., M-F, Memorial Gym

BEGINNING GOLF

PHED 151
1 semester hour
Staff

REQUIREMENT FILLED: General
University Requirement in Physical Education
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00-3:00 p.m., MWF, O-FH

BOWLING

PHED 15501 & 15502
1 semester hour
Section 01: Staff
Section 02: B. Haroldson

REQUIREMENT FILLED: General
University Requirement in Physical Education
COST IN ADDITION TO TUITION: \$20.00
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: Section A--8:00-9:15 a.m., M-F, University Center/Section B--9:30-10:45 a.m., M-F, University Center

PERSONALIZED DEFENSE

PHED 157
1 semester hour
Staff

REQUIREMENT FILLED: General
University Requirement in Physical Education
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 6:30-8:00 p.m., M-R, O-Balcony

SKIING

PHED 170
1 semester hour
Staff

REQUIREMENT FILLED: General
University Requirement in Physical Education
COST IN ADDITION TO TUITION: \$60.00 course fee plus lift fees--students must provide their own equipment.
MAXIMUM ENROLLMENT: 150
MEETING TIME AND PLACE: 7:00-9:00 p.m., Mondays (January 4, 11, 25), A-101/Slope Sessions: January 6, 7, 13, 14, 20, and 21 from 12:30 p.m. to 10:00 p.m.

WEIGHT TRAINING

PHED 177
1 semester hour
Scott Westering

REQUIREMENT FILLED: General
University Requirement in Physical Education
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 10:00-11:30 a.m., M-F, Fitness Center

LOW IMPACT AEROBICS

PHED 182
1 semester hour
Sue Westering

REQUIREMENT FILLED: General University Requirement in Physical Education

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

CO-ED VOLLEYBALL

PHED 244
1 semester hour
S. Officer

REQUIREMENT FILLED: General University Requirement in Physical Education

MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 7:30-8:45 a.m., Olson Auditorium

DANCE TRACKS

PHED 300
4 semester hours
M. McGill Seal

An unprecedented interest in dance has swept the country. Search for a fuller understanding of the creative process by throwing yourself on the floor. Tap those creative juices in an introductory class in movement technique. In this class we will explore movement technique, improvisation and composition. The in-class experiences range from sensitive improvisations for beginners to video viewing of complex dance forms of professional companies. You will be developing your creative potential with a wide range of movement activities. Use your mind, spirit, imagination and body for a full month of inspired dancing.

Evaluation will be based on creativity, expressivity, class commitment, and notebook entries. Students will write a critique of one off-campus professional dance event.

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

THE EXPEDITION EXPERIENCE

PHED 306
4 semester hours
D. Ryan
(See off-campus listing)

SPORTS MOTIVATION

PHED 308
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.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 8:45-10:00 a.m. daily, O-105

WORKSHOP IN PHYSICAL EDUCATION AND HEALTH FOR ELEMENTARY CLASSROOM TEACHERS

IDIS 310
2 semester hours
J. Poppen, P. Hoseth
(See interdepartmental listing)

BODY IMAGE

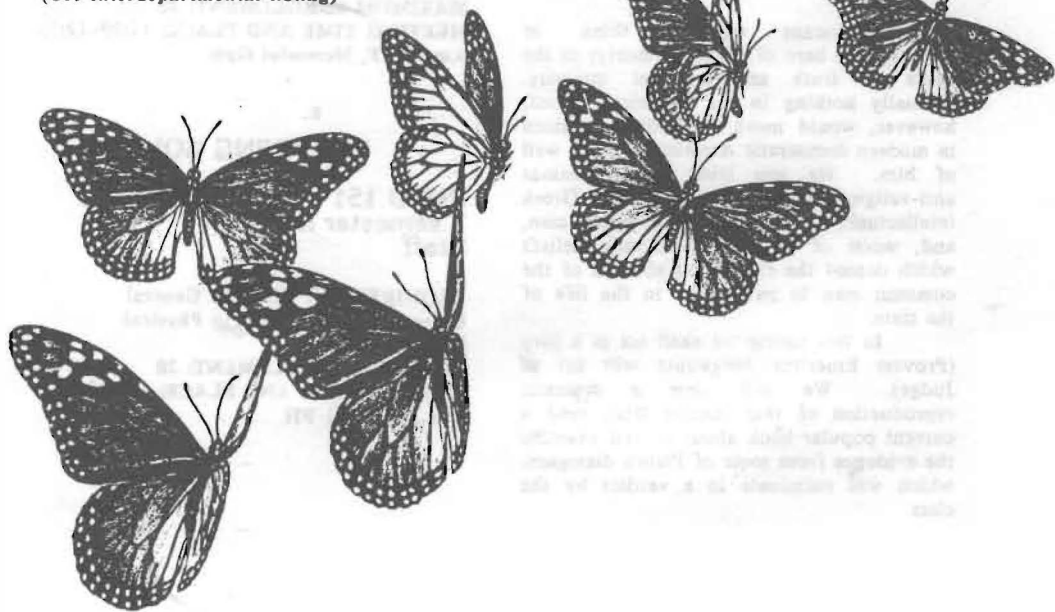
PHED 315
4 semester hours
C. Hacker

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

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

CARIBBEAN SAILING AND NAVIGATION

PHED 317
4 semester hours
M. Rice
(See off-campus listing)



Physics & Engineering

THE ART OF ELECTRONICS

PHYS 305
4 semester hours
H.K. Woo

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

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

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

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Math 133 is recommended.
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$20.00 lab fee
MAXIMUM ENROLLMENT: 12
MEETING TIME AND PLACE: 9:00-12:00 noon daily, M-F, S-210

Political Science

POLITICAL SCIENCE FICTION & FANTASY

POLI 310
4 semester hours
W.H. Spencer

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

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

The course will be strongly oriented to discussion of assigned readings and of papers developed by the students. Included will be an extensive treatment of the trilogy by J.R.R. Tolkien, The Lord of the Rings. Student papers may focus on specific themes or on particular authors.

Please note: The course's starting date is Wednesday, January 4. Also, it is recommended that The Lord of the Rings be nearly or fully read by the course's start.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 28
MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, A-223

Psychology

LIFE AND UNCERTAINTY

PSYC 304
4 semester hours
B. Baird

This course will present a wide ranging exploration of the origins and consequences of our individual and societal reactions to uncertainty, combining reading and discussion of works from various fields within psychology, including cognitive, comparative, and clinical psychology, as well as selected readings from sociology, anthropology, religion, philosophy, education, physics, and politics. The goals of the course will be 1) to better understand why uncertainty has been such a difficult problem for humanity, b) to examine the dynamics and consequences of common individual and social responses to uncertainty, c) to evaluate the possibilities of certain knowledge in light of findings from individual and social responses to uncertainty. A central focus throughout the course will be "the paradox of knowing," the conflict between the human desire to know and intrinsic limitations on the certainty of knowledge.

Students will be graded on the basis of class preparation and participation in discussions, activities, and a written project. Students seeking honors grades will be asked to complete a relevant assignment of personal interest and additional work such as research studies, artistic projects or other creative work. The only prerequisites for this course are an inquisitive mind and willingness to read and discuss diverse and intellectually challenging material.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 6:00-9:00 p.m., M-R, X-114

Religion

OUR HUMANNESS: PHYSICAL AND SPIRITUAL

IDIS 315

4 semester hours
B. Nasset, J. Petersen
(See off-campus listing)

BIBLICAL THEMES AND CONTEMPORARY DRAMA

RELI 309

4 semester hours
D. Saxby

The Biblical narratives are, whatever else, a high art form, art in the sense that they attempt to organize the confusing data of human experience into a meaningful expression of personal and cosmic history.

Much of that art is expressed in narrative drama (e.g., the creation, the flood, the exodus from captivity, the passion, and resurrection), and deals with basic human emotions: pain, guilt, hatred, fear, love, joy, peace, and hope.

Because of their place in the sacred history of the West, the narratives are archetypal, but also because they are considered "sacred," much of their clarity and depth is often overlooked.

Dramatists, however, along with other artists have gone repeatedly to the Biblical well for inspiration, and their works often serve to enlighten and enrich us in our search for a more meaningful understanding of our world.

This course will attempt to reexamine the meaning of major Biblical themes in the light of contemporary drama (e.g., the creation narrative compared with Arthur Miller's The Creation of the World and Other Things.)

Included will be the reading of specific biblical narratives; the reading and criticism of contemporary plays aloud in class and, when available, observing a film version of the play; and the presentation of a reader's theater version of at least one play by members of the class. Students will prepare a major paper on one biblical theme as expressed in a contemporary drama, and attendance of at least two plays outside of class and the writing of two critical essays on those plays will be required.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
Theater fee
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 6:00-9:00 p.m., M-R, A-210

CONTEMPORARY IMAGES OF JESUS: FORM AND FUNCTION

RELI 310

4 semester hours
D. Oakman

This course explores contemporary images of Jesus through a variety of media and develops conceptual tools to analyze the form and function of those images.

Week 1 concentrates on building and testing analytic tools using the Gospel of Mark, the non-canonical Gospel of Thomas, and the film "Jesus Christ - Superstar."

Week 2 covers the problem of the historical Jesus and development of christology. Student presentations on Pelikan's Jesus Through the Centuries supply historical perspective. The Hollywood Jesus in "The Greatest Story Ever Told" will be critically examined along with the Gospel of Matthew.

Week 3 focuses upon Jesus and myth. Student panels will explore the Gospel of John, Kazantzakis's The Last Temptation of Christ, and Zeffirelli's "Jesus of Nazareth."

Week 4 investigates how images of Jesus affect society or govern social action. Luke's gospel, themes of liberation theology, and readings from American scholars engaged in the sociological interpretation of the Bible will be drawn upon. The Hollywood view of Jesus' transforming power will be examined through a film like "Ben Hur."

Means of evaluation will be regular attendance and participation, comprehension of readings/lectures evidenced in 2 oral reports and one panel discussion, three short critical papers. One oral report and related paper will analyze either an interview of a religious leader outside the university community regarding his/her image of Jesus or a contemporary cultural image of Jesus not directly covered in class.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 2:30-5:30 p.m. daily, A-206

OLD TESTAMENT STUDIES: BIBLICAL ARCHAEOLOGY

RELI 330

4 semester hours
J. Olive

This course will trace the archaeology of the land of Israel/Palestine from the prehistoric beginnings to the rise of the Christian state. Topics will include changing cultural perspectives, an introduction to the "methods" of Biblical archaeology, discussion of the relationship between the literary record (The Bible) and the material remains (field work), and survey of major historical periods and ancient sites (e.g., Iron Age, Bronze Age, Roman period, Jerusalem, Shechem, Tiberius).

The class format will involve lectures, slides, discussions, student reports, and the examination of ancient pottery manufacturing and other technologies. Each student will prepare a research project on one ancient Biblical site which will include a report on the Archaeological work, historical importance of the site, comparison of site as described in ancient literature with material remains uncovered by archaeologists.

Evaluation will be based on a brief paper/report on archaeological methods, participation in class discussion, and a research project (1/2 class presentation, 1/2 completed paper/project). Students are encouraged to be creative (e.g., build a model city, prepare a slide lecture, dramatize an important event, produce pottery replicas, demonstrate ancient musical instrument, map David's military strategy, demonstrate farming techniques and/or technological "advances").

REQUIREMENT FILLED: General University Requirement in Religion (line 1)
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00-4:00 p.m. daily, A-213

THEOLOGICAL STUDIES: THE PROBLEM OF EVIL

RELI 364

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 other attempted genocides, 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. (poetic drama about a modern-day Job), Elie Wiesel's Night (an autobiographical account of the Nazi concentration camps), M. Scott Peck's People of the Lie (an attempt at a psychology of evil), 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 for the course will concern the ways in which we symbolize, conceptualize, and understand evil. Included here will be the classical Christian views on creation, sin and redemption. Materials, in addition to the above will be drawn mainly from the Bible and other writings on the Christian tradition. 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, Luther) as well as other contemporary views (e.g. protest, process

theology). Texts here will include Stephen T. Davis (ed.), Encountering Evil; Harold Kushner, When Bad Things Happen to Good People; and Douglas John Hall, God and Human Suffering. 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 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-term and final exam, a short paper, and an in-class group presentation summarizing and analyzing theodicies and their critiques.

REQUIREMENT FILLED: General University Core Requirement for Religion (Iline 2)

COURSE LEVEL: This course is open to all upper division students.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:30-4:00 p.m. daily, A-204B

CHRISTIAN MORAL ISSUES: CHANGING WHO WE ARE AND WHAT WE DO

**RELI 365
4 semester hours
R.L. Stivers**

Changing who we are and what we do is Christianity's greatest invitation. Using case studies, students will assess what makes for good people and what good people do. There will be ample opportunity to discuss such topics as violence, euthanasia, abortion, poverty, and the environment. But the essentials of being and doing and Christianity's invitation to changed behavior will remain the central focus.

A high degree of student participation in discussion will be expected. Discussion will focus on actual case studies. In addition the instructor will provide background by way of lectures and readings. Students will write several three-to-four-page case "briefs" which are analyses of cases, and be expected to select one topic for development into a longer paper.

The content of this course reflects work of the instructor during his sabbatical (1987-88). This work will appear in book form hopefully in time for use in the course.

REQUIREMENT FILLED: General University Core Requirement in Religion (Iline 2)

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00-11:30, M-F, A-202

DIETRICH BONHOEFFER: THEOLOGIAN, CONSPIRATOR, MARTYR

**RELI 367
4 semester hours
J. Burtness**

Bonhoeffer continues to stimulate excitement and controversy as one of the theological giants of the 20th century four decades after he was executed by Adolf Hitler for his participation in the resistance to the Nazi tyranny. Throughout the world he is read by people from many walks of life and for many different reasons.

The purpose of this course is to equip participants to be independent and critical interpreters of Bonhoeffer's life and work. This will be accomplished through the use of lectures, films, readings, short reports and presentations, class and small group discussion. In addition to close examination of some Bonhoeffer texts, there will be analysis of his preaching and biblical interpretation, his struggle for peace and justice, his relation to other theological giants of the era (Barth, Tillich, Bultmann), his vision of a "non-religious Christianity," and particularly his ethical reflections. Throughout the course attention will be given to the historical context, one of the most terrifying and memorable periods of the modern era.

Evaluation of student work will be based primarily on an open-book, take-home final examination, which will be distributed during the first week of the course. Reports, presentations, and class participation will provide secondary materials for evaluation.

REQUIREMENT FILLED: General University Core Requirement in Religion (Iline 2)

RESTRICTIONS OR PREREQUISITES: Tally cards are required.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 6:30-9:30 p.m., M-R, A-214

Sociology

SOCIOLOGY OF PREGNANCY AND CHILDBIRTH

**SOCI 300
4 semester hours
J. Reisman**

How did pregnancy become defined as a medical problem? Why don't expectant fathers in the U.S. typically pace hospital floors any longer? Why do Guatemalan mothers-in-law control pregnancy to the extent that their expectant daughters-in-law are not even supposed to know that they are pregnant?

The social context of pregnancy and childbirth varies from one time period to the next, from one culture to the next, and from one age group to the next. Some recent developments in American society are particularly intriguing: active participation of fathers, persistence of teenage pregnancy, reemergence of midwives and home births, and routine prenatal testing and screening. These developments and others will be examined to help us understand the significance and treatment of pregnancy and childbirth in American society and elsewhere. Specific examples of prominent issues and programs available in the Northwest will be provided by guest speakers and through tours (e.g. birthing centers, labor and delivery units, teenage parent programs, International Childbirth Education Association activities).

Course requirements include reading assignments, a case study or content analysis of popular reading material, class participation and a final exam.

**REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 10:00 a.m.-
1:00 p.m., M-R, R-204**

**ETHNICITY AND RACE: LET'S
TALK ABOUT THE ISSUES**

SOCI 310
4 semester hours
C. del Rosario

Our society can't achieve greatness until it has learned to deal with its ills. This is a seminar covering a range of topics and concepts related to ethnicity and race, including the deficit culture theory, stereotypes, and others. As a project, students will be divided into groups, each of which will trace the history in the United States of a racial, ethnic, or other minority group of their choice. Each group will enlighten the rest of the class through a presentation of their findings and conclusions at the end of the course. Moreover, guest speakers and films will provide additional ideas and information.

The course objective is to provide students with an opportunity to broaden their multi-ethnic horizons and deepen their understanding of minority issues through open discussions. To demonstrate how students are synthesizing the information covered in class, students will be asked to keep a journal to be submitted in lieu of a final paper. Grades will be based on class participation, a project, and daily assignments based on the topics covered in class. Readings will be taken from Ovando and Collier, Hodgkinson, and others.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 2:00-5:00
p.m., M-R, A-219

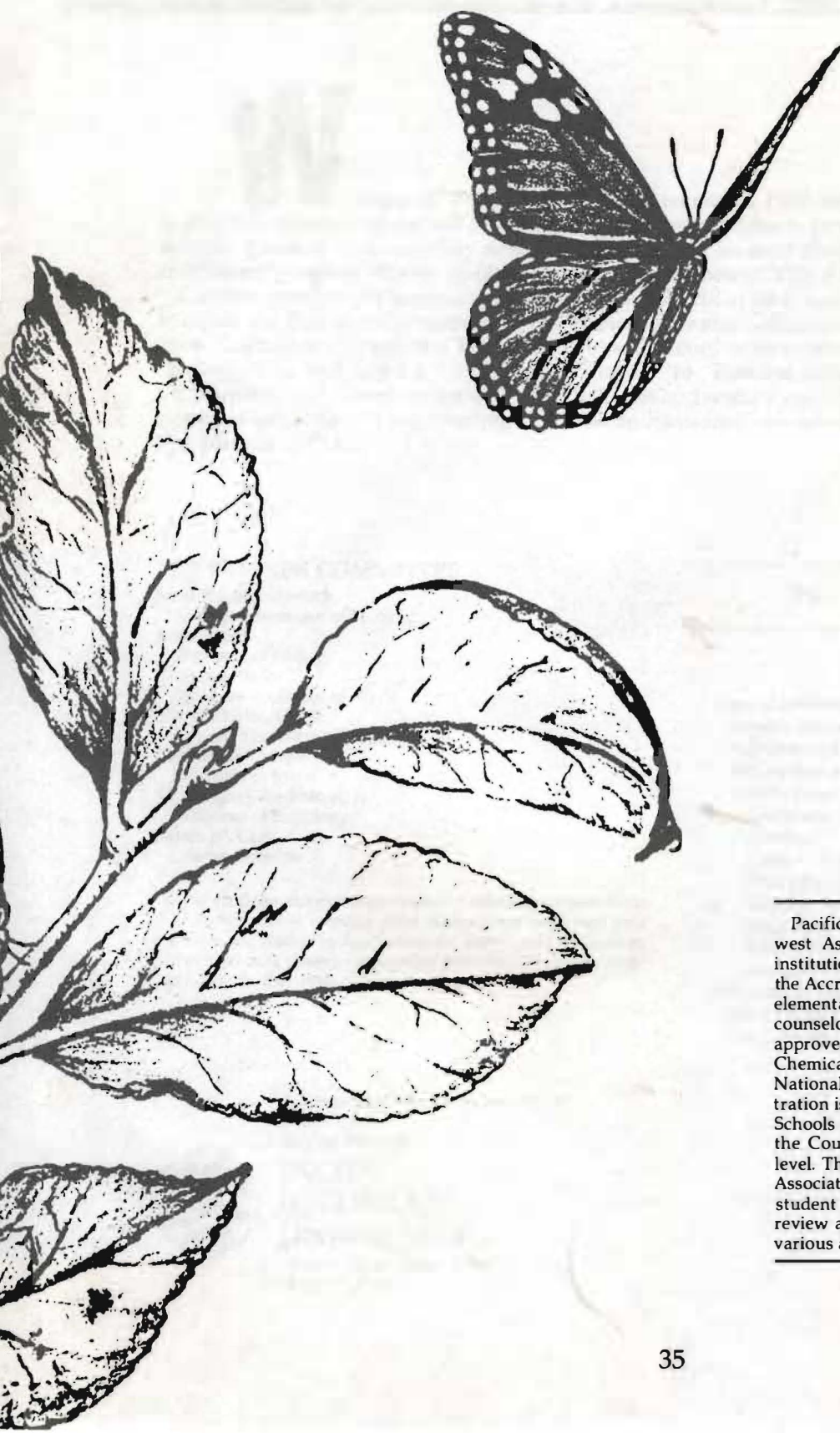
Statistics

INTRODUCTORY STATISTICS

STAT 231
4 semester hours
R. Jensen

The course will cover both descriptive and inferential statistics. Topics covered will include measures of central tendency and variation; probability and probability distributions; statistical estimation; significance tests, including chi-square and analysis of variance; regression and correlation. Applications of the statistical tools will be emphasized.

REQUIREMENT FILLED: Partial
fulfillment of College of Arts and Sciences
requirements
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00
a.m. - 11:30 daily, A-211



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



Interim 1989



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