

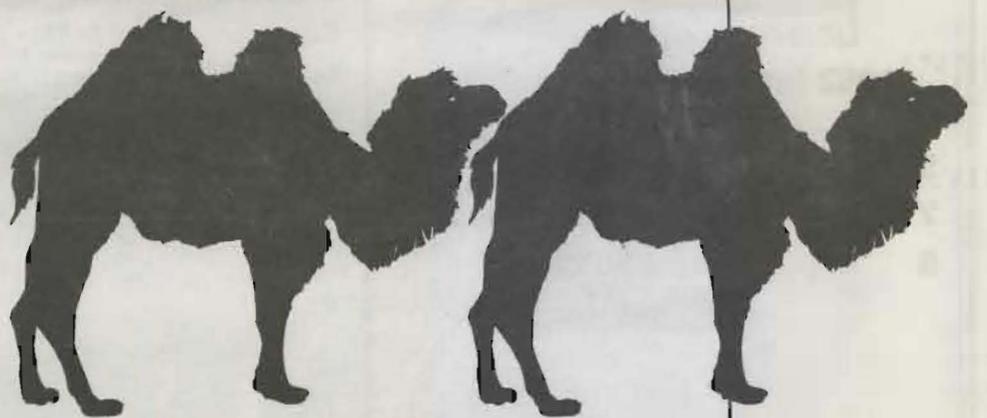
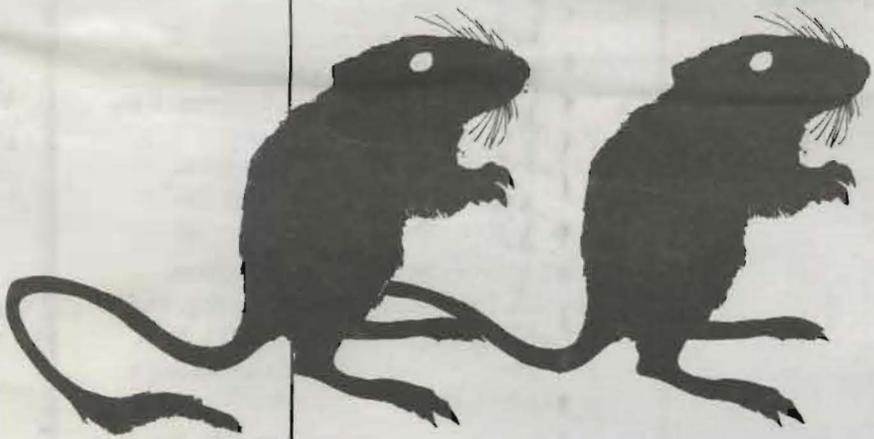
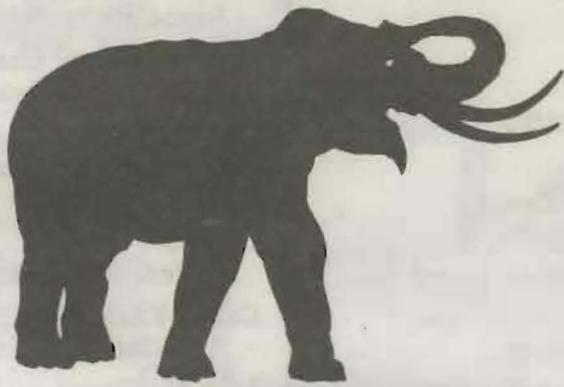
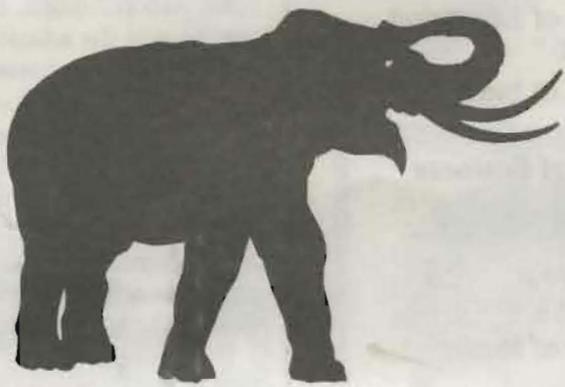
• INTERIM

1982

CATALOG •

COMMUNITY

January 4-29, 1982



PACIFIC LUTHERAN UNIVERSITY

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Catalog Design:
Paul Porter

Illustration:
Drutis/Porter Graphic Design

Type Composition:
R-4 Typographers, Inc.

Printing:
Grange Printing, Inc.

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.

THE INTERIM COMMITTEE

William Brochtrup
Associate Professor of Education

J. Tom Carlson, Chair
Associate Professor of Biology

Larry Hegstad
Assistant Professor of Business Administration

Laurence Huestis
Professor of Chemistry

Calvin Knapp
Associate Professor of Music

John Moritsugu
Assistant Professor of Psychology

Eric Johnson, Student

Diane Moore, Student

Judith Carr
Interim Coordinator

Address Inquiries About Interim to:

Judith Carr
Interim Coordinator
Pacific Lutheran University
Tacoma, Washington 98447
(206) 535-7130

The information contained herein reflects an accurate picture of Pacific Lutheran University at the time of publication. However, the University reserves the right to make necessary changes in procedures, policies, calendar, curriculum and costs. Changes, if any, will be announced before their effective date.

Pacific Lutheran University does not discriminate on the basis of sex, race, creed, color, national origin, age, or handicapped condition in the education programs or activities which it operates, and is required by Title IX of the Education Amendments of 1972 and the 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 education programs and activities extends to employment therein and to admission thereto.

Inquiries concerning the application of said Title IX and published regulations to this university may be referred to:

1. The Director of Personnel, Room A-107 Administration Building, Pacific Lutheran University, telephone 535-7185, for matters relating to employment policies and practices, promotions, fringe benefits, training and grievance procedures for personnel employed by the university.
2. The Executive Assistant to the Provost, Room A-100 Administration Building, Pacific Lutheran University, telephone 535-7128, for matters relating to student admissions, curriculum, and financial aid.
3. The Assistant Dean for Student Life, Room A-113 Administration Building, Pacific Lutheran University, telephone 535-7191, for matters regarding administrative policies relating to students, student services, the student grievance procedure.
4. Or the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

Inquiries concerning the application of said Section 504 of the Rehabilitation Act may be referred to:

The Registrar, Room HA-102 Administration Bldg., Pacific Lutheran University, telephone 535-7131.

Pacific Lutheran University complies with the Family Education Rights and Privacy Act of 1974.

INTERIM COURSES AND REQUIREMENTS

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

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

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

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

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

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

INDEPENDENT STUDY OPTION

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

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

Procedure: The student completes a proposal on a form provided by the Interim Coordinator (HA-102A). The proposal must then be approved by a supervising instructor and by the chair or director of the instructor's department or school. The student is responsible for submitting the proposal, with the instructor's and chair's signatures, to the Interim Coordinator (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 adviser and submitted to the Office of the Registrar. Such a program shall not receive credit, be counted toward graduation requirements, or appear on the transcript. Plans must 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 Coordinator's Office to look at catalogs and brochures. The Interim Coordinator is available to help you follow up.

GUIDELINES FOR INTERIM EXCHANGE OPPORTUNITIES

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 Coordinator (HA-102A). Requests for application to participate in an exchange on another campus should be directed to the same office prior to December 1. There is usually a \$10.00-\$15.00 non-refundable application fee.

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

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

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

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

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

Partial list of institutions participating in Interim exchange:

Augsburg College, Minneapolis, MN
Augustana College, Sioux Falls, SD
Austin College, Sherman, TX
Bethany College, Lindsborg, KS
Bethel College, St. Paul, MN
California Lutheran College, Thousand Oaks, CA
Calvin College, Grand Rapids, MI
Carthage College, Kenosha, WI
Coe College, Cedar Rapids, IA

Dana College, Blair, NB
Denison University, Grandville, OH
Doane College, Crete, NB
Gustavus Adolphus College, St. Peter, MN
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, Laurinburg, NC
St. Olaf College, Northfield, MN
Sheldon Jackson College, Sitka, AK
Texas Lutheran College, Seguin, TX
University of Puget Sound, Tacoma, WA
University of Redlands, Redlands, CA
Whitworth College, Spokane, WA

STUDENT-INITIATED COURSES

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

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

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

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

REGISTRATION

REGISTRATION DATES

Continuing students	
80+ hours completed	October 26, 27
57-79 hours completed	October 28, 29
25-56 hours completed	Oct. 30, Nov. 2, 3
0-24 hours completed	November 4, 5, 6
Changes possible	November 5, 6
General Public Registration after November 6	
Registration/Changes	January 4-6
Class schedule will be confirmed at the time of registration.	

SPECIAL PROCEDURES FOR OFF-CAMPUS COURSE REGISTRATION

Secure off-campus information forms from directors of individual off-campus courses any time after September 7. Complete registration as noted above. You will be required to pay 10 percent of the cost (tuition excluded) to hold a place in the class at the time of registration. Final payment (excluding tuition) must be paid by December 1. Tuition charges are due on the first day of class.

EXPENSES

REGULAR FEES

Tuition—\$146.00 per semester hour.
 4 semester hours\$584.00
 Audit (1 Hr.)\$146.00
 Board\$85.00
 (Students required by their academic course-work to be off campus for more than a week at a time will receive financial consideration for meals missed.)
 Room\$80.00
 (Charged only to students who do not reside on campus during fall semester)
 For students who register early, before January 4, the total fees for the Interim are due before the beginning of classes. Payments can be made at the Business Office; bank cards are accepted. Early payments are encouraged and will result in early financial clearance. For those students who register after January 4, 1982, the full payment for the Interim is due at the time of registration.

SPECIAL FEES

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

TUITION REFUND RATES

100% refund (less \$25.00) January 4-6
 No refundAfter January 11

INSURANCE

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

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

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

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

ACTIVITIES & EVENTS

THE INTERIM FAIRE— JANUARY 27

The University Center is the place! January 27—all day—is the time! Interim classes will be sharing what they have learned by setting up booths or putting on short performances. Special events will highlight the day's activities. Watch for more information.

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 Coordinator, HA-102A.

CONCERTS, PLAYS, AND FILMS

January always offers its share of concerts, plays, and films. Check the calendar.

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 Coordinator and such information can be listed in other publications.

NEW STUDENT AND EXCHANGE STUDENT GET-TOGETHER

If you are a new student during Interim or an exchange student, join us the evening of January 3 (Sunday) at 7:00 p.m. in the Regency Room of the University Center. There will be an orientation to the campus and geographic area, and a chance to meet some PLU students while enjoying refreshments and entertainment.

ATHLETIC EVENTS AND RECREATION

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

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

UNIVERSITY CHAPEL

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

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

DETAILS REGARDING COURSES

CREDIT AND COURSE LOAD

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

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

GRADING

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

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

COURSE NUMBERING

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

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

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.

BUILDING SYMBOLS

HAHauge Administration Building
 EEastvold
 GMemorial Gymnasium
 HHarstad Hall
 IIvy Hall
 INIngram Hall
 LLibrary
 MMath Building
 OAOlson Auditorium
 RRamstad Hall
 TTinglestad Hall
 XXavier Hall

LIBRARY HOURS

Monday thru Thursday8 a.m.-11 p.m.
 Friday and Saturday8 a.m.-9 p.m.
 Sunday11 a.m.-11:00 p.m.

OFF-CAMPUS STUDIES

502317 Anthropology 317

COMMUNITY IN THE NORTH: CULTURES OF SOUTHEASTERN ALASKA

4 semester hours

L. Klein

In this class we shall investigate the various cultural traditions of Southeastern Alaska. Focusing on both historic and contemporary ways of life, we shall use the resources of Sheldon Jackson College in Sitka, Alaska, as our home base. SJC is a two-year private (Presbyterian) college which was founded for the education of Alaskan Natives. Sitka was the Russian capital and an original Tlingit community. We shall investigate the Russian, Tlingit, Scandinavian, and Asian cultures which have shaped modern life as well as looking at the types of communities in the region (e.g., mining, fishing, administrative, etc.). Students will use resources from the Sitka region to explore one such subject in depth. There are archives, a pioneer home, native high school, museums, and businesses available. We shall travel to Sitka on an Alaska State Ferry through the Inland Passage and use local ferries to visit Juneau, the state capital and gold rush town; Wrangell, a Tlingit, Russian, and Hudson's Bay settlement; and Petersburg, the "Little Norway" of Alaska, which is a fishing community. Students will observe, participate in discussions, and write a brief report on their chosen subject.

BIBLIOGRAPHY: Krause, Aurel, *The Tlingit Indians*; Alaska NW Publishing Co., *An Interpretive History of Alaskan Statehood and Southeast: Alaska's Panhandle*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Ca. \$700 to include transportation, room, and board (in Sitka).

INSURANCE COVERAGE: Required—Students' Sickness and Accident Plan or evidence of similar coverage.

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 11 a.m.-1 p.m., HA-200 (the first 2-3 days)

510315 Chemistry 315

ON BECOMING HUMAN

4 semester hours

B. Nasset

This course will survey various understandings of what it is to be human and then live and work together as a largely self-contained community. During the first two weeks we will meet on campus, and during the last week and a half we will cruise aboard the *Sacajawea* on the inland waters of Puget Sound.

During the on-campus segment of the course, the group will evaluate several views of what it is to be human, including biological, theological and social perspectives. Some of the topics to be covered are: behavioral medicine, neuro roots of behavior, instinct and adaptive behavior, holistic health; the role of believing, faith, and trust in behavior; the "need" for altered states of consciousness. This consideration of theoretical views will be complemented by various individual and group activities and institutional visitations, all design to illustrate the views studied.

During the second segment, the group will cruise aboard the *Sacajawea* for nine days, living and working together as a mini-community.

Evaluation will be made on the basis of papers, participation, and overall contribution to the work of the group.

BIBLIOGRAPHY: Morris, *The Naked Ape*; Shostrom, *Man the Manipulator*; Tournier, *The Meaning of Persons*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: A student may not register for any other course or credit during the Interim.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Approximately \$40 for food for off-campus students; \$150 for *Sacajawea* fare; miscellaneous for incidentals.

INSURANCE COVERAGE: Required—Students' Sickness and Accident Plan or evidence of similar coverage.

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 9:00 a.m.-1:00 p.m. daily for first 2-1/2 weeks, X-204

554304 Modern & Classical Languages 304

THE PAST AND THE FUTURE AS SEEN FROM CUBA

4 semester hours

J. Predmore

Ever since the arrival of the Spanish in the late 15th Century Cuba seems to have been destined to attract special and inordinate (inordinate in relation to its size) attention to itself. During the colonial period, Cuba was at the center of the Caribbean's extremely lucrative sugar industry; at the end of the last century, Cuba's struggle for independence from Spain drew the United States into what we have come to call the Spanish-American War and helped to launch this country as one of the world's great super powers; and with the victory of Fidel Castro's revolution, Cuba quickly became this hemisphere's first socialist state.

However, there is more to Cuba than its fascinating economic, social, and political history. It is a country of great natural beauty, particularly noted for its white, sandy beaches. Culturally, the unique blending of African and Spanish elements has long attracted the attention of not only the tourists but also the professors. Moreover, since the revolution in 1959, the flourishing activity in classical ballet, folk dancing, painting, literature, and especially the cinema, has made Cuba one of the centers, if not the center, for cultural activity in all of Latin America.

This Interim tour to Cuba is planned as an introduction to Cuban history and culture and will provide the student with a unique opportunity to study and observe the many facets of Cuban reality. The trip begins with five days of sightseeing in and around Havana. We shall visit such places as Old and Modern Havana, the University of Havana, the Museum of the Revolution, a modern urban housing development, a rural community built for dairy farmers, and one of the nearby beaches. Then we take a flight to Santiago de Cuba, the second largest city at the eastern end of the island. Santiago is known as the "cradle of Cuba's revolution." Following the visit to Santiago, we will begin traveling back across the island by air conditioned bus. Along the way, one or two-day stops are made at Holguin (where Columbus thought the Emperor of Japan's court was situated) and nearby Guardalavaca, a beach resort with many recreational facilities; Camaguey, an elegant, Spanish-style city; Trinidad, founded in 1514, a veritable jewel of a city that has been largely preserved or restored; Cienfuegos, a commercial and industrial center; and, finally, Playa Giron, where the abortive Bay of Pigs invasion took place in 1961. Then it's back to Havana — and home.

No Spanish is required. Students will be required, however, to participate in class discussions (three books and a few short articles will be assigned); and, of course, attendance on trips to museums, monuments, clinics and farms, etc., is also required. Students will also be expected to hand in a diary and a short paper at the end of the Interim. Evaluation will be made on the basis of the above-mentioned work.

The class will meet on the PLU campus for a few days for two hours each day before leaving for Cuba either Thursday, January 7, or Friday, January 8.

BIBLIOGRAPHY: Boorstein, Edward, *The Economic Transformation of Cuba*; Chadwick, Lee, *Cuba Today*; Rius, *Cuba for Beginners: An Illustrated Guide for Americans (And Their Government) to Socialist Cuba*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required (available from the professor).

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$1500.00 (subject to some change).

INSURANCE COVERAGE: Required — the Students' Sickness and Accident Plan or evidence of similar coverage.

MAXIMUM ENROLLMENT: 30

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

556309 Music 309

A CULTURAL TOUR OF LONDON

4 semester hours

C. Knapp

The first week of this course will prepare students on campus for an extensive tour of the London area — historical places to be visited and performances of plays, concerts, operas, ballets and art museum exhibits to be attended in London. There will be critical reviews of the operas, ballets, plays and materials.

Places to be visited include Hampton Court Palace, Windsor Castle, Tower of London, Parliament, Westminster Abbey, St. Paul's Cathedral, British Museum, National Art Gallery, Stratford-On-Avon and Oxford. Students will compile a notebook on readings and specific areas of study.

All of this will prepare the students for a meaningful experience in the history and culture of London and surrounding areas.

The schedule, in addition to the visits to London, will include free time for individual sightseeing and browsing, during this seven-day tour.

Students interested in an optional tour of Paris and Vienna at the end of the London experience, please contact the professor.

BIBLIOGRAPHY: Harvard Student Agencies, *Let's Go, London, Let's Go, Europe*; plays and opera libretti of the performances will be ordered when the itinerary is completed.

REQUIREMENT FILLED: Interim

RESTRICTIONS AND PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: For London portion, \$1100.00, which includes air fare, hotel, theatre, opera tickets, etc.

INSURANCE COVERAGE: Required — Students' Sickness and Accident Plan or evidence of similar coverage

MAXIMUM ENROLLMENT: 24

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

564316 Nursing 316

**HAWAIIAN CULTURE AND
COMMUNITY: A FAMILY FOCUS**

4 semester hours

P. Page, J. Stiggelbout

Hawaii is the ideal location for the study of multi-ethnic populations. It is the only state in which there is no majority racial group and where the population's roots are derived in the Pacific Islands and Asia. The study of cultural diversity will certainly enrich the personal and professional life of the students as they apply knowledge in a culture-specific manner.

The purpose of this course is to expand cultural awareness by theoretical study, interviewing, and direct observation of family life styles within the Asian and Polynesian cultures of Hawaii. By residing in the community, students can more fully explore the island and people of Oahu. The course will emphasize understanding of cultural differences and similarities from a humanistic perspective.

Through readings, discussions, lectures and field experiences, the instructors will facilitate the students' understanding of the complex melting-pot culture of Hawaii. Students will be required to demonstrate their understanding of the readings and lectures and participate in the various class activities. Each student will select one aspect of family life within a cultural group and complete a research project which will be presented to the class. Students will be evaluated according to group participation and research project presentation.

BIBLIOGRAPHY: Clark, Ann (ed.), *Culture and Child-Rearing*; Clark, Ann (ed), *Culture and Child-Bearing*; Tseng, McDermott, Maretzki, *People and Cultures in Hawaii*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Airfare and housing (\$900-1000)

INSURANCE COVERAGE: Required—Students' Sickness and Accident Plan or evidence of similar coverage

MAXIMUM ENROLLMENT: 20

568303 Physical Education 303

**LEADERSHIP FOR OUTDOOR
MINISTRIES**

4 semester hours

R. Nielsen

This course is designed to prepare leaders for camping, recreation, and retreat ministries. The course syllabus will include small group communication, historical background of recreation and outdoor ministries, rationale, philosophy, and use of outdoor ministries and retreating, practical experiences in planning and conducting a retreat. Also will include camp craft, outdoor living and cooking, winter camping, snowshoeing, cross country skiing, visitation and evaluation of several campsites, lectures, discussion, and specific projects related to interest areas. Students should plan to spend four weeks in various campsites. Base campsite will be in Camp Lutherland, Auburn, Washington.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$140.00 to cover cost of meals for four weeks off-campus, materials and inter-camp travel. Transportation to base campsites is the responsibility of the student.

INSURANCE COVERAGE: Required—Students' Sickness and Accident Plan or evidence of similar coverage

MAXIMUM ENROLLMENT: 28

MEETING TIME AND PLACE: All day at camp

576315 Political Science 315

**WASHINGTON WINTERIM '82: THE
REAGAN ADMINISTRATION AND
CONGRESS: ONE YEAR LATER**

4 semester hours

W. Spencer

This symposium, conducted by the Washington Center for Learning Alternatives, will take place in the nation's capital from January 1-23, 1982. It will provide a concentrated study of domestic and international issues and policy formulation, focusing on the Reagan Administration and the 97th Congress. Participants will have the opportunity to analyze and discuss these processes as they relate to specific areas such as: foreign affairs, the economy, party politics, energy, news reporting, business-government relations, and human/civil rights. An advanced research track is also available.

Enrollment is conditional upon acceptance by WCLA into the program. Students enrolled will be expected to attend several preparatory meetings prior to going to D.C. and several follow-up meetings after their return. Grading will be based on the evaluations of symposium faculty/staff personnel and by student contributions to preparation and follow-up sessions.

Application forms and further information regarding program and fees may be obtained from the Interim Coordinator or from the Political Science Department. Application deadlines will occur in November.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Independent Study card required. Enrollment conditional on acceptance by WCLA

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$450 includes application fee, program fee and housing.

INSURANCE COVERAGE: Required—Students' Sickness and Accident Plan or evidence of similar coverage

MAXIMUM ENROLLMENT: Limited by WCLA availability and acceptance.

580314 Religion 314

**THE CHRISTIAN COMMUNITY:
PEACE AND JUSTICE**

4 semester hours

R. Stivers with J. Schramm

Holden Village, the education center for the American Lutheran Church, located deep in the Cascades in an area noted for its cross-country skiing, will provide the setting for the study of Christian attitudes toward war and peace. John Schramm, director of the Village, will assist. Students will consider the historical development of Christian attitudes, current expressions in the writings of Reinhold Niebuhr and John Howard Yoder, and the underlying social and psychological causes of war. Central to class discussions will be the ongoing Christian debate between pacifists and realists. Students in small groups will investigate selected topics, such as military weapons systems, United States involvement in Vietnam and Latin America, the draft, the church statements.

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

BIBLIOGRAPHY: Bainton, Roland, *Christian Attitudes Toward War and Peace*; Gray, J. Glenn, *The Warriors*; Niebuhr, Reinhold, *Moral Man and Immoral Society*; Christianity and Power Politics; Yoder, John Howard, *The Politics of Jesus*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: One course in Religion. Contact the professor and pick up a tally card.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$375 plus transportation to and from Holden Village

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 15 (with 3-5 more spaces reserved for non-PLU students)

MEETING TIME AND PLACE: Students will meet from 9:00-11:00 a.m., January 4 and 5 (to be assigned), and depart PLU for Holden on Jan. 5 or 6 depending on conditions in the mountain passes. (Time and place is negotiable on these two days.)

580341 Religion 341

**OLD TESTAMENT STUDIES: THE
LANDS OF THE BIBLE**

4 semester hours

J. Petersen, W. Pilgrim

This is a study of the historical and geographical context of the Bible and the background for the early development of Judaism and Christianity.

The course will include five days of on-campus briefing and preparation and an eighteen-day study-tour of Jordan, Israel, and the West Bank. While on campus the class will study the historical geography of the holy land to give an overall interpretive framework for the travel and study of the land. Special attention will be given to specific sites that exemplify important historical events and to regions of the country which will be visited.

The study-tour will include two days of travel to the Middle East and back and sixteen days of touring. The first eleven days of touring have been coordinated with eleven modules of the Pictorial Archive Regional Tour. The Pictorial Archive is a wide-screen slide project which provides in-depth study of the historical geography of the Biblical lands. The individual modules of the Pictorial Archive have been designed and organized on a regional basis, so that each regional module can be visited and covered in one day of touring and study. In addition, atlases and workbooks containing regional maps and analytical materials geared to each day's tour are available. In this way the students will experience a three-fold learning package on each day of local travel:

1. a slide-cassette tape presentation of the area to be visited,
2. the day's visit to one of the regions of the land, studying the historical geography of that region, and
3. mapping of the group's travels and of historical events (using the atlas and workbook) related to each day's regional tour.

The final five days of the tour will be spent in Jerusalem, studying its geography and sites, historical development through four and a half millennia, and its enduring religious significance. The final day or two in Jerusalem will be free for individual browsing and shopping.

REQUIREMENT FILLED: General University Core

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

COST IN ADDITION TO TUITION: \$1523, plus round trip fare between Seattle and New York (to be arranged in the fall), plus lunches while on the tour

INSURANCE COVERAGE: Required—Students' Sickness and Accident Plan or evidence of similar coverage

MAXIMUM ENROLLMENT: 40

MEETING TIME AND PLACE: (first week only) 9:00 a.m.-12:00 noon MWF, HA-101, 9:00 a.m.-12:00 noon TR, HA-207; 1:00-4:00 p.m. daily, HA-207

INTERDEPARTMENTAL STUDIES

598313 Anthro/Hist 313

CHINESE CULTURE AND CUISINE

4 semester hours

G. Guldin, with the assistance of M. Rozanski and M. Fung

This course will introduce the student to the China of the 1980's. By focusing on the nature of daily life in today's People's Republic of China, the course will provide the student with a feel for life in the cities and rural communes of the most populous nation in the world. During the course students will be exposed to the music, politics, family life, athletics, job opportunities, cuisine, religion, language, schools, and holidays of ordinary Chinese people. Strong emphasis will be placed on developing expertise in Chinese cooking through in-class demonstration and practice. American-Chinese differences, as well as the experience of the Chinese in America, will also be explored.

Class time will be devoted to an appreciation of the Chinese world-view and culture through a combination of lectures, discussions, films and slides. Student responsibilities will include an analysis of some aspect of contemporary Chinese culture and mastery of the elemental steps of Chinese cooking. The course, in sum, is intended to give the student a feeling of how the world is put together for nearly one-quarter of humanity.

BIBLIOGRAPHY: Schell and Esherick, *Modern China*; Jenner, *Modern Chinese Stories*; Bennett, *Huadong: The Sunset Chinese Cookbook*
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$15.00 fee per student for cooking expenses
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon TWR; 1:00-4:00 p.m. F; HA-204B

598311 Comm Arts/Music 311

OPERA PRODUCTION AND PERFORMANCE

4 semester hours

M. Frohnmayer

Intensive rehearsal and performance of a work from the standard operatic literature. Selected singers, orchestral players, dancers, and production staff will meet daily from 9:00 a.m. to 6:00 p.m. and some evenings. The opera will be presented in Eastvold Auditorium for several performances the last week of Interim. Casting will take place Fall Semester and is open to all interested in being involved in a full scale operatic production.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: Full cast
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon and 1:30-6:00 p.m. the first two weeks, plus 7:00-10:30 p.m. the final two weeks; Eastvold Stage

598305

Education/Sociology/Psychology 305

LEADERSHIP: A GUIDE TO BEING A STAR . . . OR . . . THEORY AND PRACTICE OF LEADERSHIP AND GROUP BEHAVIOR

4 semester hours

M. Swenson, A. Tiam, Student Life Staff

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

Through readings of the literature and lectures, students will develop an understanding of leadership theories and how groups function. Through a variety

of structured experiences, the course will enable students to assess leadership potential and style and strengthen leadership abilities. Students will assess and analyze their own attitudes, values, and skills which contribute to effective leadership.

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

A group project with a class report will be a major requirement for evaluation. The project will focus on leadership and could be a workshop, simulation game, audio-visual presentation. Group presentations will be done in class with members as facilitators. Students will have the option of other forms of leadership activities such as planning and managing campus-wide (e.g., operate the CAVE for a time contracted with the instructors), develop an assessment instrument for leadership behavior and style, etc. Attendance, class participation, reports on special reading assignments will also be factors for evaluation.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION: \$10.00 to cover cost of transportation for field trips
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, HA-117

598312 Education/PE 312

HYPERACTIVE CHILDREN

4 semester hours

B. Moore

"Hyperactive" is a term used to describe a syndrome of particular symptoms including an inability to concentrate, short attention span, poor motor skills, numerous behavioral difficulties, inability to control activity levels when needed, etc. Recent studies indicate that 5-7% of all elementary school children in the United States would be medically diagnosed as hyperactive. Therefore, the chances of an educator having a hyperactive student are obviously quite high.

This course will focus on current methods of diagnosis and treatment of hyperactivity. The material will be presented through lectures, guest speakers, related articles and books.

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

BIBLIOGRAPHY: Drs. Safer and Allen, *Hyperactive Children: Diagnosis & Management*
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: Students will be expected to share in cost of transportation to local schools and/or agencies.
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00-11:00 a.m. MTWR, OA-106

598307 English/Religion 307

LIVING IN GOD'S SILENCE: THE FILMS OF BERGMAN

4 semester hours

P. Benton, D. Knutson

Swedish writer-director Ingmar Bergman is widely acclaimed as one of contemporary cinema's most brilliant and provocative artists. His films are a fascinating blend of the realistic and the mysterious. They are often earthy, with the pain and laughter, the hungers and the joys of being human. But they also open up what's beneath and beyond our common life: dream and memory, love and death, and everywhere the equivocal pressure of God's silence.

We'll view eight films, from the famous SEVENTH SEAL (1957) — a richly symbolic tale of a Knight's contest with Death in his quest for God — to Bergman's masterpiece in color, CRIES AND WHISPERS (1972) — the painfully beautiful evocation of the passions and fears of three sisters as they meet death in a lushly Victorian mansion.

THE MAGICIAN is an intriguing Gothic comedy about faith, reason, and the illusive power of art. THROUGH A GLASS DARKLY, the moving story of a young woman's drift into God-hallucinations in her search for love, opens Bergman's explicit study of "God's silence," a study that continues in WINTER LIGHT, the somber but inspiring drama of a doubting Lutheran minister and his lover.

PERSONA and SHAME put the same quest for meaning in more secular terms. The first asks what it really means to be a person with freedom and identity, while the second asks us to consider the dilemma of the individual caught up in a civil war.

We'll also view two documentaries, one surveying Bergman's whole life and work, the other his methods as a writer and director.

As in previous Interims, our emphasis will be on enriching the double experience of first reading and then viewing Bergman's films. We'll pay careful attention to his cinematic art—his use of images, lighting, close-ups, montage, and so on—as his magic lantern projects his wondering vision of the world. And we'll consider some of the theological implications of that vision.

The course will include both lectures and discussion, with frequent small group sessions for working out personal reactions. Students will be expected to read and pass frequent quizzes on the screenplays, attend class regularly, keep daily journals, and write several short essays. Students who research and write a longer paper will be eligible for an Honors grade or for credit toward the Scandinavian Area Studies major (A-E grade required).

BIBLIOGRAPHY: Bergman, *Four Screenplays, Three Films, Cries and Whispers, and Persona and Shame*
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$18 film fee
MAXIMUM ENROLLMENT: 70
MEETING TIME AND PLACE: 9:30 a.m.-12:00 noon MWF, HA-207, 9:30 a.m.-12:00 noon TR, HA-101

598034 PE/Comm Arts 304

COMMUNICATIONS IN THE GYM AND CLASSROOM

2 semester hours

S. Officer

The course will examine topics of student-teacher communication and techniques to develop teacher skills in meaningful communication. Topics such as listening and responding, self-disclosure, communication avoidance, and development of appropriate behaviors will be covered. Students will be involved in active dialogue, recording and analyzing communication behaviors, and developing their own technique. Evaluation will be based on two in-class projects and one out-of-class research or observation project.

BIBLIOGRAPHY: Rosenfeld, *Analyzing Human Communications*; Chelune, C. J., *Self-Disclosure*; Jourard, *The Transparent Self*; variety of journal articles from speech communication and psychology
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, OA-105

DEPARTMENTAL STUDIES

ANTHROPOLOGY ART

598313 Anthro/Hist 313
CHINESE CULTURE AND CUISINE
(See interdepartmental listing)

502317 Anthro 317
**COMMUNITY IN THE NORTH:
CULTURES OF SOUTHEASTERN
ALASKA**
(See off-campus listing)

504315 Art 315
STAINED GLASS WORKSHOP
4 semester hours
G. Roskos

A studio survey of contemporary stained glass techniques. Assigned problems in a variety of stained glass projects, enabling students to acquire skills and versatility through the Art-Craft experience. The aim is to integrate an awareness of traditional stained glass crafts, a familiarity with current work and its practitioners, as well as an understanding of design concepts with as thorough a treatment as possible for stained glass craft making. The course includes:

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

Projects:

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

Evaluation:

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

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

REQUIREMENT FILLED: Interim

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

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

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:30 a.m. -12:00 noon and 1:00-2:30 p.m. daily, IN-134-B Open studio afternoons and evenings

504317 Art 317
ART AND TRAVEL
4 semester hours
L. Kittleson

The surest guide to the spirit of a civilization is its art. It is the aim of this on-campus course to introduce the intended traveler to some of the basic artistic forms that define the qualities and styles of a civilization. Through travel we can broaden our knowledge of other people, other places and other times so that our own lives can be enriched and given new meaning.

Through slides, films, lecture, and discussion we will observe and consider the styles of Western Civilization as we find them in Greece, Italy, France, Germany, England, America, and other countries where significant architecture, sculpture, and painting is found. Although museum collections will be referred to in this course, we will concentrate on works of art still at their original site.

Form and style will be central to our study, but the practical considerations of preparation for travel, modes of transportation, accommodations, food, and photography will be discussed with our guests who will be professionals and seasoned travelers.

All students will prepare broad itineraries for cultural programs as well as specific itineraries with schedules and costs. These will be used to help measure the students' understanding of the course material.

BIBLIOGRAPHY: Andrae, Bernard, *The Art of Rome*; Arnason, H., *History of Modern Art*; Blunt, Anthony, *Art and Architecture in France, 1500-1700*; Branner, Robert, *Chartres Cathedral*; Hartt, Frederick, *Italian Renaissance Art*; Grodecki, Louis, *Gothic Architecture*; Janson, H.W., *History of Art*; Kubach, H.E., *Romanesque Architecture*; Richter, Gisela, *Handbook of Greek Art*; von Simson, Otto, *Sacred Fortress*; Volbach, W.F., *Early Christian Art*; time tables, guide books, and maps

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 9:00-11:00 a.m. daily, IN-100

504319 Art 319
**SLIDE PHOTOGRAPHY: INDIVIDUAL
PROJECTS**

4 semester hours
G. Elwell

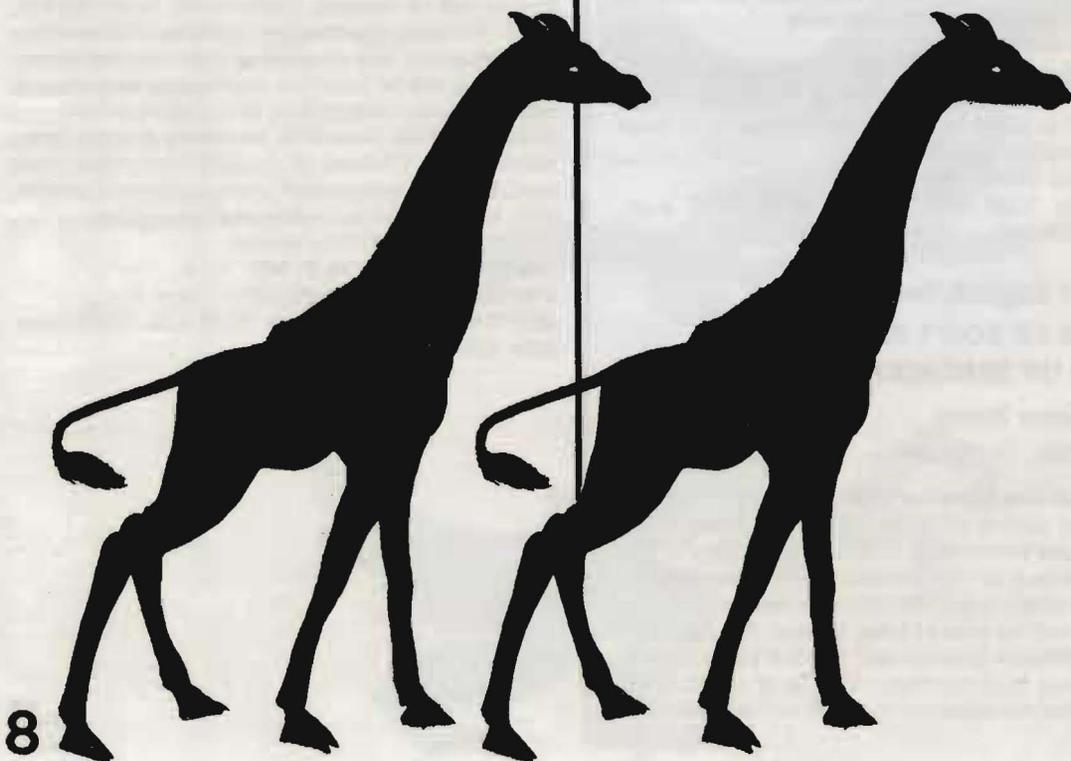
Do you have unexpressed feelings, unpublished, unsubstantiated poetry, a mute visual view of the world? A mass of unordered personal or family photographs, a collection of fancy door knobs or butterflies? How about putting all that undisciplined material into a beautiful, entertaining and exciting slide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

This is an intensive course dependent upon a student proposed project, primarily (but not necessarily), color slide photography. Familiarity with camera use and a willingness to undertake independent field work is necessary. Projects can be related to the following areas: teaching, travel, portfolio preparation, aesthetics, most anything. The projects should be ambitious enough to require approximately two weeks of independent field work.

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

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

Depending upon individual needs and areas of interest, many possible photographic areas may be touched upon, such as: micro and macro photography, copy work, slide making, processing, underwater or aerial photography, lighting, filming in



museums, hand painting or manipulating of slides, as well as any experimental or traditional techniques that the problems at hand may bring forth.

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$20.00 for materials and use

MAXIMUM ENROLLMENT: 24

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

504386 Art 386

IMAGERY & SYMBOLISM

4 semester hours

E. Schwidder (Assisted by R. Tellefson)

The study of symbols (designators) is the search for meaning — a way to identify, emphasize, and understand ourselves and the world around us. Identification of symbols—graphic, allegorical, private, sensorial, and/or figurative — provides avenues of approach to works of an ideological nature. Such communication goes beyond the visual, beyond the object, and into the realm of mysticism, religion, and superstition. Primary attention will be given to the origin and evolution of images, symbols, costumes, rituals, and other aspects of the Christian cults. 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 (see times listed below). All students are expected to participate. Any who would not be able to dedicate this time to the exercise or do not wish to participate for religious reasons **should not register for this course**. Weekly reports summarizing, analyzing, and elaborating on the material presented will be required. In addition, students will do an appropriate term project.

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

REQUIREMENT FILLED: General University Core

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

MAXIMUM ENROLLMENT: 32

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, IN-116

506309 Biology 309

GENE STRUCTURE AND FUNCTION

4 semester hours

J.T. Carlson

Recent technological advances, most prominently the development of recombinant DNA procedures and the development of methods of sequencing nucleic acids, have led to the prediction that within the next ten years we will be able both to describe the structure of genes of higher organisms in the finest molecular detail and to understand how the expression of genes is controlled. The realization of this prediction would represent the culmination of four decades of dramatic advances in molecular biology. An anticipated medical application of such understanding will be the development of approaches to deal with human genetic diseases. Recombinant DNA procedures have already led to preliminary medical applications, including the synthesis of insulin and the anti-viral agent interferon.

In this course we will examine in detail what is known about the genetic material of higher organisms. Additionally, we will consider the experimental methods used to investigate the nature of the genetic material. Specific topics will include:

- the structure of chromatin
- nucleic acid sequencing
- nucleic acid hybridization
- recombinant DNA procedures
- organization of the genetic material
- gene fine structure
- control of gene expression

The topics will be approached through lectures, assigned reading, and discussions of current research literature and recent review articles. Evaluation will be based on participation in discussions and on completion of a paper dealing with one aspect of gene structure or function.

BIBLIOGRAPHY: Watson, J.D., *Molecular Biology of the Gene*; Lewin, B., *Gene Expression*, Vol. 1,2,3; Dean, D.H., *Gene Structure and Function*; in addition to these basic sources, details and current information will come from primary sources (research articles in scientific journals) and review articles in scientific journals.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Biology 156 or an equivalent general biology course which includes an introduction to molecular genetics.

COURSE LEVEL: The course is designed for majors and advanced students

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

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

506314 Biology 314

FOOD MICROBIOLOGY

4 semester hours

A. Gee

Food is a dominant concern of humankind; food provides the energy and material for work, growth, and maintenance. The rise and fall of civilization, in part, can be traced to human endeavors to adjust to the surroundings in an effort to produce and store food. The importance of food perhaps can best be underscored with a quotation from Lin Yutang, "The revolutions, peace, war, patriotism, international understanding, our daily life and the whole human social structure are influenced by food."

The role of microbes in the food industry tends to be underrated. Most people are vaguely aware of the relationships of microbes to food spoilage, food poisoning, and food-borne infections. We are, however, likely to be less appreciative of the contributions of microbes to the wholesomeness and pleasure in our food.

The purpose of this course is to introduce students to food microbiology. The subjects we will attempt to cover specifically will be: (1) identification and enumeration of microorganisms important to food, (2) principles of food preservation, and (3) foods and enzymes produced by microorganisms.

The course will have a lecture-laboratory format. Students will be given reading assignments and required to do laboratory projects. Evaluation of students will be based on two laboratory reports.

BIBLIOGRAPHY: Rossmore, H.W., *The Microbes, Our Unseen Friends*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 16

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

506319 Biology 319

PROFESSIONAL PRECEPTORSHIP

4 semester hours

M. Crayton

This course is designed for advanced students seeking to gain concentrated first hand exposure to a profession or industry. The student will spend the Interim period off-campus with a full-time involvement in the chosen profession. This involvement may assist the student in academic or career planning. In consultation with the instructor the student will plan and submit a formal proposal. This proposal will address both what the student plans to do and the philosophic rationale for the endeavor. Proposal forms are available from the Biology secretary (Ivy 102); the proposal must be submitted by **November 2, 1981**. In addition to submitting the proposal, the student is responsible for making arrangements for the involvement with an on-site supervisor.

Evaluation will be based on the following: a report from the on-site supervisor; a journal maintained by the student during the activity; a formal written report submitted by the student; and a public oral presentation during the spring 1982 semester.

REQUIREMENT FILLED: Interim

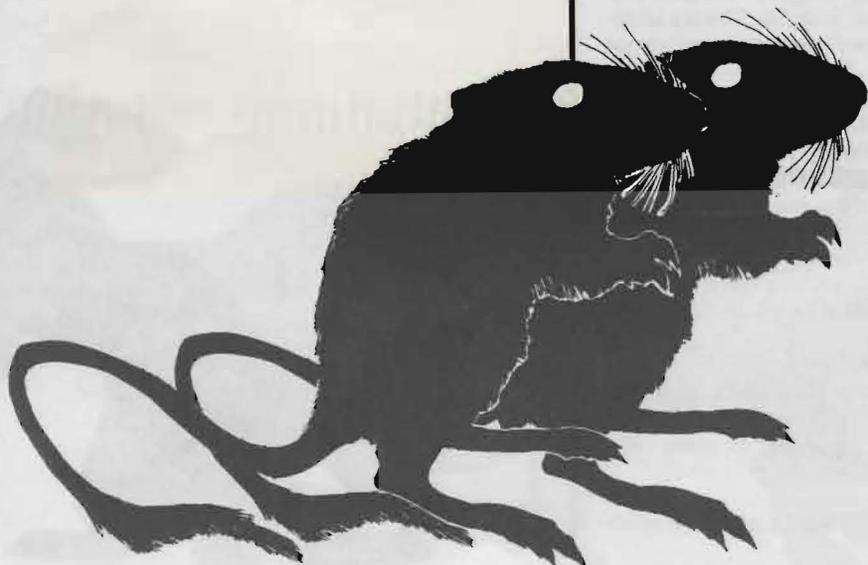
RESTRICTIONS OR PREREQUISITES: Completion of Biology 253

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

GRADING SYSTEM: H, P, NC

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20



BUSINESS ADMINISTRATION

506371 Biology 371

INVERTEBRATE ZOOLOGY

4 semester hours

D.J. Martin

This course will serve as an introduction to the form, function, natural history and phylogeny of the major phyla of invertebrates. Laboratory exercises will include dissections, field studies and collections. Class participants will be expected to attend at least one two-day (overnight) trip to the Biology Department's Field Station at Manchester State Park, Manchester, Washington. The field station provides the opportunity to study the natural history and community structure of marine invertebrates common to the gravel, rocky and mud flat intertidal regions of Puget Sound. It is also intended that the class will use the department's boat for sampling of the benthic and mid-water invertebrate fauna of Puget Sound.

BIBLIOGRAPHY: Barnes, *Invertebrate Zoology*
REQUIREMENT FILLED: General University Core
RESTRICTIONS OR PREREQUISITES: Students must have completed Biology 253 and 254 or have consent of the instructor

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

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

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 8:00-11:00 a.m. daily, I-106. Students will be required to attend at least one overnight field trip, and some extensive one-day field trips will be made.

506424 Biology 424

ECOLOGY

4 semester hours

V. Adams

This course will consider organisms in relation to their environment, including organismal adaptations, population growth and interactions, and ecosystem structure and function. The format will be on-campus lectures/discussions with some short field trips. Students will be evaluated on the basis of one exam and a paper (library or experimental).

BIBLIOGRAPHY: Pianka, E.R., *Evolutionary Ecology* (2nd Edition)

REQUIREMENT FILLED: General University Core
RESTRICTIONS OR PREREQUISITES: Biology 253

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

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 8:00 a.m.-12:00 noon daily, I-111

508301 Business Administration 301

FRENCH BUSINESS, SOCIETY, AND CULTURE

4 semester hours

G. King, T. Quignard

This course is intended to give the American student a comparative view of business activities and institutions in a French setting. It also provides a preparation for buyers, negotiators, and other business travelers in France and other countries linked to French traditions and culture. The content includes:

- Introduction to the trends and structure of major French industries.
- Characteristics of markets in France, including population structure, channels of distribution, consumer behavior, and advertising media; attitudes toward imports.
- Management characteristics of the French firm, with emphasis on standard policies and practices which are different from the American usage. Strengths and weaknesses of French firms.
- Influence of French government and community organizations (including the Chamber of Commerce), and the government role in the development and protection of French commerce and industry.
- Role and nature of French financial institutions, especially in banking and financing international trade; French investments in Washington state.
- Dominant themes in French culture and society, and the French value systems represented in business, government bureaucracy, and the syndicalist and other socialist movements.
- Political trends in France, and current controversial issues in domestic and international French politics, including other countries under French influence.
- Commonly used French business and social terms. Characteristics of French business communications.
- Conversational French for the beginner, and social rituals for the commercial traveler.
- Case analyses of representative French business situations.
- On campus, classroom work includes review of readings (French works in translation, American publications on France, and comparative study of parallel texts in French and English), lectures and demonstrations by the instructors and guest speakers, discussions and case analyses.

Off campus, all-day field trips are planned to Seattle on Fridays, January 8 and 15, including visits to the French Consulate, French-owned companies, and lunches at the Tastevin and the Brasserie Pittsburg restaurants, and viewing of such films as *Mon Oncle d'Amerique* for an understanding of the French society. It is planned to have a culturally oriented meeting in the home of Dr. Roberta Brown on Friday, January 22, and to conclude the course with a dinner at Le Domaine in Gig Harbor.

Assignments outside the classroom include one written report on a selected French industry or major institution, and one case analysis report. In addition, there will be assignments for language lab practice. Group lunch discussions will be led by Thierry Quignard, a recent graduate of the French business school at Le Havre.

BIBLIOGRAPHY: U.S. Department of Commerce publications, and selected texts.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required. They are available from the School of Business Administration Office, HA-227. An orientation session with prospective students will be held in the fall semester, 1981. Background of business studies and/or French language and area studies are most useful.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$70 to cover lunches and dinners off-campus. This amount does not include transportation to Seattle or other field visits. Car pooling is suggested.

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon MWF, HA-221

508303 Business Administration 303

CAREER DEVELOPMENT: EMPLOYMENT IN 1984

4 semester hours

D. Olufs

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

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

A significant part of the students' evaluation will be the written assignments that follow the self-analyses.
BIBLIOGRAPHY: Jelinek, Mariann, *Career Management for the Individual and the Organization*; Kotter, John P., Victor A. Faux, and Charles C. McArthur, *Selected Readings: Self-Assessment and Career Development*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Sophomore standing or higher. Tally cards required

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

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Nominal cost associated with three field trips to the Seattle area

MAXIMUM ENROLLMENT: 36

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



508305 Business Administration 305

MANAGERS AT WORK

4 semester hours

W. Crooks

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

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

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

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

BIBLIOGRAPHY: Drucker, Peter F., *The Effective Executive; Management; Managing for Results; Preparing Tomorrow's Business Leaders Today; The Concepts of the Corporation; Managing in Turbulent Times*; Periodicals include: *Harvard Business Review; Business Week; Baron's; Industry Week, Wall Street Journal*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

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

508307 Business Administration 307

**PERFORMANCE ANALYSIS:
BUSINESS AND SOCIAL PLANNING
AND MEASUREMENT**

4 semester hours

R. Malan

This course is offered to explore the rapidly changing world of performance planning and measurement. The concepts to be explored include (1) traditional and complex business and social goals (concepts of productivity, performance, and direct impact and indirect results); (2) traditional and complex approaches to measurement of performance (standards and measures, measurement processes and approaches to audits, cost and effectiveness of auditing processes, and inclusion and exclusion in performance planning and control); and (3) special techniques (PERT and critical path approaches to project management, auditing techniques, cost/benefit analyses, and private vs. social costs and benefits).

The instructional methodology includes case analyses, readings, and field studies. Students, organized in teams, select projects for performance analysis in the field of business and public administration. Projects selected should include those with multiple objectives, direct and indirect consequences, and an emphasis on improvement (business or social arena). The team project will provide the major part of each student's evaluation.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 6:00-10:00 p.m. MW, 9:00 a.m.-12:00 noon Saturday, HA-210

508308 Business Administration 308

**CITIZEN/BOARD MEMBER IN
NONPROFIT ORGANIZATIONS**

4 semester hours

K. Cabbage

Hard-working, well-educated people who have had some success in their vocational endeavors are often asked to serve on the governing bodies of nonprofit organizations. These are boards or councils for churches, service clubs, hospitals, public or private schools, etc. We, as citizens, become interested in how our state and local governments acquire and spend tax dollars. This is particularly true now that more of us have become critical of government and its role as resources become more limited and demands seemingly unlimited.

This course is about what one may encounter in a nonprofit organization. It is about setting goals and objectives, developing policies to implement objectives, and evaluating progress toward the stated goals. The approach is to use guest lecturers and case studies to present realistic situations that have occurred in the Puget Sound area government and nonprofit organizations in recent years. Students will be encouraged to evaluate, comment with positive criticism, and recommend solutions/suggestions they would make as board members or interested citizens.

During the first week, students will develop a frame of reference for the governing role. They will read, discuss, and work some basic exercises in paperback text materials relating to the role of a board member/citizen. Next the instructor will present guest speakers who will discuss topics such as the following: the 1981-83 biennial budget for the State of Washington, a local hospital and its expansion program, a nursing care center, and a church.

In the latter part of the course, students will evaluate cases and write reports on them. These will be two to four in number and their purpose will be to integrate the ideas each student will have developed from the readings and classroom presentations.

Bases for student evaluations will be class participation and the written reports.

BIBLIOGRAPHY: Hanson, Pauline L. and Carolyn T. Marmaduke, *The Board Member—Decision-maker for the Nonprofit Corporation*; Henke, Emerson O., *Accounting for Nonprofit Organizations*

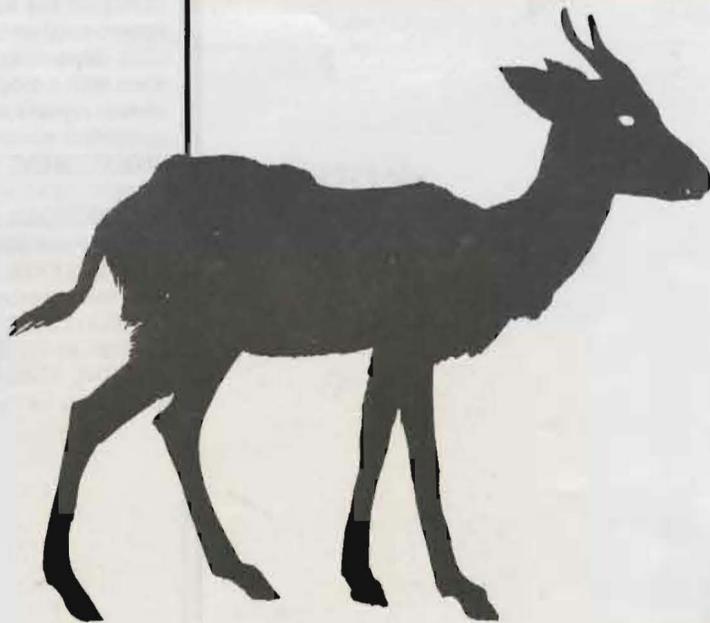
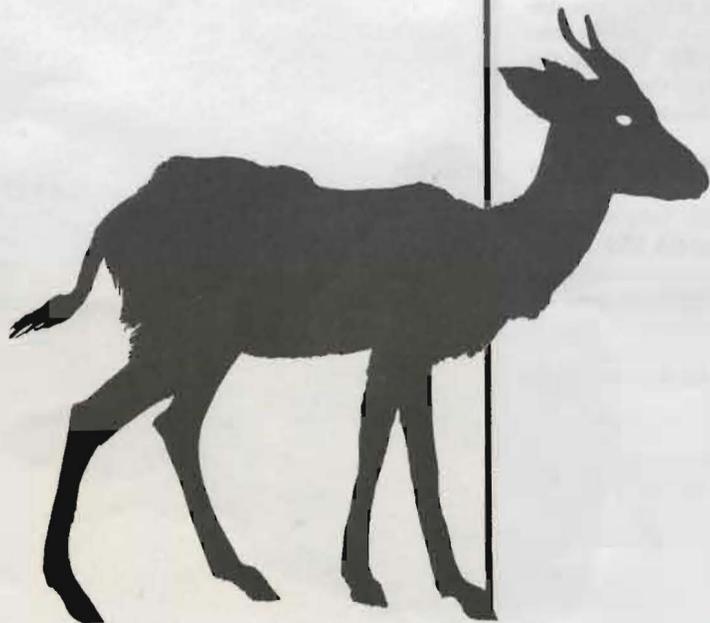
REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Econ 150

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 8:30-10:30 a.m. daily, HA-217



508309 Business Administration 309

TIME IS MONEY: TIME MANAGEMENT FOR EVERYONE

E. Reynolds

In the last ten years we have been bombarded with awareness of how fast "the future" is upon us. Toffler and others dramatically keep telling us of the rate of change in our lives. It is natural that such information would bewilder and sometimes overwhelm us.

Time, like money, is a resource. Like money, it is manageable. The wave of workshops on time management techniques in the last few years provided us with the skills we can use to manage time as a resource. Yet some who have attended these seminars and workshops are not able to change their time management habits. More seems to be needed to make the skills work. Effective time management is more than a set of skills for managing time. It also includes effective SELF-management.

This course will integrate the concepts and skills of time management techniques with other important aspects of a manager's life. Some topics to be covered: myths and assumptions about time; differences in the way people perceive the passage of time; how to worry effectively; using the subconscious to save time; how to hurry without feeling rushed; the role of stress and burnout in time perception. This course gives an excellent opportunity to practice the techniques to be covered in **Time is Money**.

BIBLIOGRAPHY: Webber, Ross A., **Time is Money: The Key to Managerial Success**

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

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



508456 Business Administration 456

HONORS SEMINAR: POLICY IN THOUGHT AND ACTION

4 semester hours

E. Snell

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

The special emphasis of the course includes the consideration of the nature and impact of Management by Objectives (MBO) techniques on planning and implementing major policies.

BIBLIOGRAPHY: Odiorne, George S., **Management by Objectives: A System of Managerial Leadership**; Thompson, Arthur A. and A.J. Strickland, III, **Strategy and Policy Concepts and Cases**; Readings include policy texts and articles in the **Harvard Business Review**

REQUIREMENT FILLED: Substitute for BA 455, Business Policy course

RESTRICTIONS OR PREREQUISITES: Tally cards required. Senior standing in Business Administration with a minimum cumulative GPA of 3.0

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

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

COST IN ADDITION TO TUITION: Nominal cost related to field trips and studies in the field

MAXIMUM ENROLLMENT: 20

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

508553 Business Administration 553

CONTEMPORARY ISSUES IN MANAGEMENT: EXECUTIVE PERSPECTIVES PROGRAM

4 semester hours

T. Sepic

Investigation of the roles of managers in the modern society. The exploration includes, but is not limited to, the topics of corporate responsibility, ethical issues in management, and the impact of technological change on organizations and society. The workshop approach to these topics combines the use of cases, readings, discussions, and simulations.

An Executive Perspectives Program is offered this Interim for this course. It is designed to give MBA students practical insights from the top down of large corporations in the Northwest. Chief Executive Officers will be participants in the classroom.

A student team of three will analyze several areas of a chosen company: (1) current and future economic impact on the economy; (2) management style and structure affecting conflict resolution, managing change, the decision-making process, and the control system utilized; and (3) the degree of responsibility for the betterment of society—its human environmental and technical resources. The public relations department in the company will provide the team with a biographical data sheet of the President, annual reports of the last ten years, and general organization material.

REQUIREMENT FILLED: Elective in the MBA program.

RESTRICTIONS OR PREREQUISITES: Tally cards required. Prerequisites: Econ 504 and BA 550

COURSE LEVEL: The course is designed for majors or advanced students. Open to MBA students only

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

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 6:00-10:00 p.m. MWR, location to be announced

508590 Business Administration 590

SEMINAR: BUSINESS PROGRAMMING APPLICATION

4 semester hours

J. Meehan

A computer laboratory course featuring use of the BASIC programming language. The course is designed to familiarize the student with the capabilities of modern computer systems, to give the student a thorough grounding in the BASIC language, and to expose the student to software packages including word processing and mini-tab.

BIBLIOGRAPHY: Sass, C. Joseph, **Basic Programming and Applications**

REQUIREMENT FILLED: Elective in MBA program

RESTRICTIONS OR PREREQUISITES: Tally cards required

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

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 6:00-10:00 p.m. MW, 9:00 a.m.-12:00 noon, Saturday, HA-213



CHEMISTRY

510115 Chemistry 115
Lab A 510116
Lab B 510117

GENERAL CHEMISTRY

4 semester hours
W. Giddings and staff

The structure of matter, atomic and molecular theory, quantitative relationships: designed primarily for students who want to major in biology, chemistry, engineering, geology, or physics. Includes all pre-medical, pre-dental, pharmacy, medical technology students and students planning to transfer to a Dental Hygiene Program.

REQUIREMENT FILLED: General University Core
RESTRICTIONS OR PREREQUISITES: Math 133 or equivalent. High school chemistry or permission of instructor is required. Students with no high school chemistry or weak background should take 104 before this course.

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

MAXIMUM ENROLLMENT: 40

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

510315 Chemistry 315
ON BECOMING HUMAN
(See off-campus listings)

510342 Chemistry 342
PHYSICAL CHEMISTRY

4 semester hours
F. Tobiasson

Topics covered in this course include: quantum chemistry; atomic and molecular structure; theory of structure determination by ultraviolet, visible, nuclear magnetic resonance, electron spin resonance, infrared, x-ray and photon spectroscopy; kinetics. In addition to classical problems, examples are also added from industrial and biological systems.

REQUIREMENT FILLED: General University Core
RESTRICTIONS OR PREREQUISITES: Calculus 152 and Physics 154; tally cards required

COURSE LEVEL: The course is designed for chemistry majors, and advanced biology, physics and engineering students

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

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, R-103

COMMUNICATION ARTS

512302 Communication Arts 302
INTRODUCTION TO STAGE COMBAT
2 semester hours
M. Arndt

The theory, history, and practical application of violence used in theatrical production. The course will introduce the students to the proper basics of preparing combat for the stage. Exercises to include: 1) safety and stage combat, 2) use of the body (falls, slaps, punches), 3) use of the staff, 4) analysis, choreography, and execution of selected scenes of stage violence.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon and 1:00-3:00 p.m. daily, G Theatre Studio (room 202)

598304 PE/Comm Arts 304
**COMMUNICATIONS IN THE GYM
AND CLASSROOM**

(See interdepartmental listing)

512306 Communication Arts 306
BASICS OF STAGE MAKE UP
2 semester hours
E. Nordholm

An investigation of basic techniques and materials of stage make up and practical experience in the use of stage make up.

Student assignments — course work will be in the form of lectures and the application of the various make ups involved. There will be approximately six make up assignments through the course with evaluation of each make up executed. Each make up will be evaluated at time of application of each student.

Make ups to be done:

1. Straight make up
2. Variations of straight
3. Skull
- 4.-7. Old age to young old age
5. Nationals

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Students will need to purchase a make up kit.

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 9:00-11:00 a.m. TR, Eastvold make up room

512308 Communication Arts 308
**THE PRIVATE EYE: PEEPING AT
ANOTHER SIDE OF AMERICA**

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 of 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 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 eight and ten detective stories that chronicle the historical development of the American private eye. Students will participate in class discussions/lectures, view a number of movies representative of the mystery movie genre, interview a working detective, and write one short paper.

BIBLIOGRAPHY (partial): Hammett, Dashiell, *The Maltese Falcon*; Chandler, Raymond, *The Lady in the Lake* and *The Little Sister*; Macdonald, Ross, *The Underground Man*; Parker, Robert, *The Godwulf Manuscript*; Simon, Roger, *The Big Fix*; Crumley, James, *The Last Good Kiss*

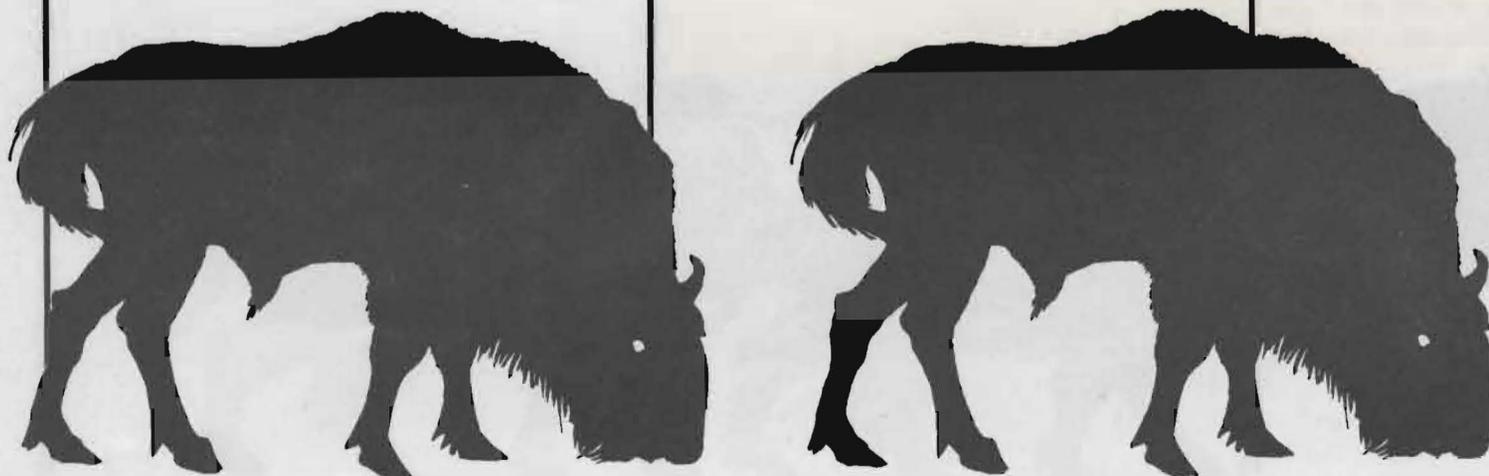
REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$10.00 fee for special activities including movies

MAXIMUM ENROLLMENT: 50

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



COOPERATIVE EDUCATION

EARTH SCIENCES

598311 Comm Arts/Music 311
**OPERA PRODUCTION AND
PERFORMANCE**
(See Interdepartmental listings)

512316 Communication Arts 316
**THE EDITORIAL AND THE
EDITORIAL PAGE**
4 semester hours
C. Rowe

This is a course in the writing of opinion for newspaper editorial pages. It will include editorial research (the gathering and selecting of facts that give an opinion validity) and the packaging of opinion in such a way that it will be read and understood by those in the community toward which it is directed.

Editorials will be written regularly and often, some on assigned topics, others on topics of the writer's choice. All will involve some measure of fact-finding. The students also will consider, through reading, discussion and conversations with outside speakers, the role of editorial opinion in the American newspaper, the relationship between the editorial writer and the newspaper's audience, the function of the syndicated columnist, and the state of the art of editorial cartooning.

All editorials and columns written will be critiqued and graded. That work, a major paper and class participation will be the bases for final evaluation.

BIBLIOGRAPHY: The Washington Post Writers Group, *The Editorial Page*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Newswriting 283

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-5:00 p.m. MW, HA-200

516307 Cooperative Education 307
**WORK IN THE EIGHTIES:
CHALLENGES AND CHOICES**
4 semester hours
S. Conway

This course provides the opportunity for students to learn about some of the main ways in which work is changing in America. The primary objective of the course is to provide the student with current information and critical insights that could be of assistance in making work a more satisfying and creative part of his or her life.

Sessions will cover background material related to work, sort of a critique of "the American way of work." One session will provide a historical perspective — the changing definition of work and the changing attitudes toward work, past, present, and future. The subsequent sessions will deal with the topics of "values and work," "current issues related to work," and "human needs and work." For each session faculty persons from different departments will be the presenters.

The introductory material will be followed by eight sessions featuring representatives from the academic units describing their respective work settings. Each presenter will attempt to bring students up to date on changes in the work settings with respect to the areas they represent — education, nursing (health care), business administration, physical education, fine arts, natural sciences, social sciences, and humanities. They will also attempt to identify some major trends that will have impact on work in this decade.

Several sessions will identify specific opportunities for making connections between the campus and work place, such as through the Cooperative Education Program (including International Co-op), and the Career Planning and Placement Office.

Students will be required to complete three weekly assignments, selected from a choice of approximately fifteen options, in addition to required reading.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, HA-101

518306 Earth Sciences 306
THE ENERGY COMMUNITY
4 semester hours
J. Herzog

What are the facts concerning our energy crisis? This course will survey the world's energy resources with special reference to North America and the Pacific Northwest. Topics to be considered include geographic distribution, geological occurrence, and quantities of energy resources; the fundamental technologies and economic positions of these resources and the political framework within which the resources are being developed; the rate of use of resources; and alternate energy resources (including conservation).

Many energy education materials produced by various interests (oil companies, government, conservation clubs, public utilities, etc.) will be available for study and comparison. At least two all-day field trips will be taken in addition to several shorter ones to solar, hydropower, coal, gas, nuclear, and coal liquefaction facilities. A Saturday session featuring outside speakers will be held on January 23, 1982, with high school teachers who have participated in previous energy education workshops.

A short mid-term and final exam will be given. A small energy project will be required. The Energy Environment Simulator will be used.

BIBLIOGRAPHY: Ruedisili and Firebaugh, *Perspectives on Energy*; Fowler, *NSTA Energy-Environment Source Book*; Buckey, *Sun Up to Sun Down*; Miles, *Awakening from the American Dream*; Mesarovic & Pestel, *Mankind at the Turning Point*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$30.00 for field trip travel

MAXIMUM ENROLLMENT: 38

MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, OA-104. In addition, there are all-day field trips (most likely on Jan. 15 and 26) plus a 9:00 a.m.-2:00 p.m. session on Saturday Jan. 23.

ECONOMICS

520150 Economics 150

PRINCIPLES OF ECONOMICS

4 semester hours

R. Jensen

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

These are some of the questions which will be dealt with in this introductory economics course. We live in a very complex society and solutions to our problems don't come easily.

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

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

BIBLIOGRAPHY: Wonnacott & Wonnacott, *Economics*

REQUIREMENT FILLED: General University Core

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

MAXIMUM ENROLLMENT: 45

MEETING TIME AND PLACE: 9:00-11:00 a.m. daily, HA-200

520231 Economics 231

INTRODUCTORY STATISTICS

4 semester hours

M. Miller

Descriptive statistics: Measures of central tendency and dispersion. Inferential statistics: Generalizations about populations from samples by parametric and nonparametric techniques. Methods covered will include estimation, hypothesis-testing, simple correlation analysis, linear regression and chi square analysis. Some use of the computer is contemplated.

BIBLIOGRAPHY: Freund, *Modern Elementary Statistics*

REQUIREMENT FILLED: Partial fulfillment of Option III of College of Arts and Sciences language requirement

RESTRICTIONS OR PREREQUISITES: High school algebra or its equivalent

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00-11:30 a.m. daily (2:00-3:00 p.m. TR, optional discussion session), HA-219

520306 Economics 306

THE ECONOMICS OF ILLEGAL ACTIVITIES

4 semester hours

S. Brue

An examination of the economics of several diverse illegal activities in American society. Topics include, but are not limited to: gambling, price fixing, burglary, theft, embezzlement, murder for hire, drug trafficking, loan sharking, and fraud.

This is not a vocational education course! Nor is it a course that treats the complex psychological and sociological aspects of crime. The course focuses narrowly on the economic motivations underlying each activity; the gains and costs to those engaged in the behavior; the costs to victims and to society, at large; the costs and benefits of alternative forms of deterrent, punishment, and rehabilitation; and the relationship (if any) between economic conditions and the incidence of the activity.

The instructor will assign reading material, develop the appropriate economic models, cite the findings of empirical studies, and moderate student team presentations. Students will be responsible for reading the text and reserve materials and conducting team research on an assigned illegal activity (or on a specific case study). After researching the topic, the team members will analyze the economic causes, impacts, and implications of the activity and present the findings to the class.

No previous course in economics is required, but the student should have a willingness to learn and apply economic analysis.

BIBLIOGRAPHY: Hellman, Daryl A., *The Economics of Crime*; other material on reserve

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, HA-206

520316 Economics 316

THE ECONOMICS OF PUBLIC ISSUES—MILTON FRIEDMAN STYLE

4 semester hours

E. Ankrim

Milton Friedman believes free market capitalism provides the greatest protection to workers and consumers and does so in the context of the most humane system yet devised. He contends the welfare system works against those it is supposed to protect. He argues that anti-discrimination legislation is counter-productive. He thinks unions have contributed almost nothing to the well-being of workers in this country and says that the education system in the U.S. is so inefficient that an entire overhaul of the institution is called for.

Nobel Prize winning economist Milton Friedman is obviously not afraid of taking controversial stands on issues. That a number of people find his arguments short-sighted, simplistic or just outright wrong should be no surprise. His book *Free to Choose* (co-authored with his wife Rose) reached number one on the *New York Times* best sellers list for nonfiction works. This class will examine the arguments of Friedman and discuss the topics he covers in this book. The class will involve viewing the ten broadcasts Friedman prepared for public television and carrying on in class discussions of the issues raised in the broadcasts. Each member of the class will be on a panel discussion four times during the term, twice on Friedman's side of the argument, twice on the opposite side. This will be the sole basis for evaluation.

While *Free to Choose* will be required reading, students will doubtless want to supplement their understanding of the issues by reading other accounts. As a counterpoint to Friedman, sections of Lester Thurow's *The Zero Sum Society*, John Galbraith's *Economics and the Public Purpose* and B. P. Beckwith's *The Case for Liberal Socialism* will be made available to the class.

BIBLIOGRAPHY: Friedman, Milton, *Free to Choose*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Econ 150 or consent of instructor

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, HA-212

520318 Economics 318

INCOME DISTRIBUTION

4 semester hours

N. Peterson

Do the rich get richer while the poor get poorer? What is the relationship between income and a wealthy background? Between income and IQ? Luck? What can the government do to reduce poverty at home? Should it? What responsibility do the rich nations have to redistribute wealth to the developing countries?

These and other questions will be discussed to give the student a greater awareness and appreciation of the forces that generate inequality of earnings and wealth, and governmental policies to reduce that inequality. Course participants will be graded on the basis of a paper on a topic of their choosing, and their participation in class discussions.

BIBLIOGRAPHY: Atkinson, *The Economics of Inequality*; Thurow, *Generating Inequality*; handouts

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

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



524304 Education 304

FACE TO FACE: INTERPERSONAL STYLES AND SKILLS

4 semester hours
K. Rickabaugh

The educational and psychological literature reveals an ever increasing realization that human interaction is the single most important ingredient in education. This course will provide the theory and experience necessary to identify interpersonal styles and develop skills for effective teaching. An attempt will be made to integrate humanistic, social influence, and behavioral approaches to human relations training. Our purpose will be to systematically and experientially develop or increase knowledge, skills, and attitudes appropriate to achieving a deeper awareness of our inter-personal style and resolving group problems creatively through personal interaction. These "knowing," "doing," and "feeling" behaviors have been shown to be related to effective teaching in the classroom.

This course will be a human relations training laboratory. We will work for the establishment of an intimate community within which the 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. It is designed expressly for those who plan to teach — candidates for elementary and secondary teaching certificates who are currently in the process of developing and refining repertoire of interpersonal skills that they will eventually use in the classroom.

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

BIBLIOGRAPHY: Carkhuff, Robert R., *The Skills of Teaching*; Egan, Gerard, *Face to Face*; Gazda, George M., et al., *Human Relations Development*, 2nd ed.; Johnson, David W., *Reaching Out*, 2nd ed.; Stewart, John, *Bridges Not Walls*, 2nd ed.; and assorted handouts and reading from the educational/psychological literature

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Ed 251 and/or teaching experience. Interested persons should contact Dr. Karl Rickabaugh as soon as possible. Consent of instructor is required. Tally cards required

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 18

MEETING TIME AND PLACE: 1:00-3:00 p.m. MTWR, HA-117

598305 Education/Sociology/ Psychology 305

LEADERSHIP: A GUIDE TO BEING A STAR . . . OR . . . THEORY AND PRACTICE OF LEADERSHIP AND GROUP BEHAVIOR

(See interdepartmental listings)

598312 Education/PE 312

HYPERACTIVE CHILDREN

(See interdepartmental listing)

524315 Education 315

ASSESSMENT OF SPECIAL NEEDS STUDENTS

4 semester hours
L. Reisberg

PL 94-142 mandates that the assessment of exceptional students be non-biased and continuous. The law further requires that no one instrument be used for the identification of handicapped children and that a team of professionals be involved in the assessment. This course will focus on standardization and informal tests and their application to the instructional evaluation and diagnosis of exceptional students.

Students will be presented with theory and nature of norm-referenced tests. Students will be introduced to the principles concerning the construction of teacher-made informal tests, and procedures to translate test results into specific instructional goals and objectives.

A practicum is included in the course and will account for one-fourth of the student's classtime requirements. The practicum will be designed to provide students with first-hand experience in the administration, scoring, and interpretation of selected standardized and informal tests.

REQUIREMENT FILLED: Interim. This course may substitute for Education 396/397.

PREREQUISITE: Ed 190 or permission of instructor.

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

MAXIMUM ENROLLMENT: 20

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

524319 Education 319A

SCHOOL PRACTICUM

4 semester hours
A. Pederson

An experience in a local school district at the elementary level involving activities such as teaching, working as a teacher-aide, and/or working with youngsters in the classroom setting.

If you desire to use this experience as a part of the K-12 certification requirement, see your adviser in the School of Education for approval.

Placements in schools are the responsibility of the School of Education and require a completed application form and a proposal for the study prepared by the student. Applications and proposal forms are available from the instructor. **These must be completed, and signed by the instructor, before December 1, 1981, and before registration is completed.** Independent study card is required.

Evaluation will be by the field and PLU supervisors, and will depend upon successful completion of the assigned tasks.

BIBLIOGRAPHY: Readings assigned on the basis of individual needs

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Ed 251 or permission

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

524320 Education 319B SCHOOL PRACTICUM

4 semester hours
K. Johnston

An in-school experience in a local school district at the secondary level involving such activities as teaching and/or working with adolescents in the classroom setting.

If you desire to use this experience as a part of the K-12 certification requirement, see your adviser in the School of Education for approval.

Placements in schools are the responsibility of the School of Education and require a completed application form and a proposal for the study prepared by the student. Application and proposal forms are available from the instructor. **These must be completed, and signed by the instructor, before December 1, 1981, and before registration is completed.** Independent study card is required.

Evaluation will be by the field and PLU supervisors, and will depend on successful completion of the assigned tasks.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

524321 Education 319C

SCHOOL PRACTICUM

4 semester hours
W. Brochtrup

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

This experience may be used as an elective in the School of Education and requires a completed application form and a proposal for the study prepared by the student. Applications and proposal forms are available from the instructor. **These must be completed, and signed by the instructor, before December 1, 1981, and before registration is completed.** Independent study card is required.

Evaluation will be by the field and PLU supervisors, and will depend on successful completion of the assigned tasks.

REQUIREMENT FILLED: Interim

PREREQUISITES: Ed 325 or equivalent

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25



524322 Education 319D

SPECIAL EDUCATION PRACTICUM

4 semester hours

K. Gerlach

An experience as a teacher-aide in a local school district at the elementary or secondary level in a special education classroom with either learning disabled, emotionally disturbed or mentally retarded children.

Minimum requirements include:

- (a) Participation in the class activities with the assigned special education teacher, daily, from approximately 9:00 a.m. to 3:00 p.m. Times will vary slightly with assignment. (Minimum 120 clock hours.)
- (b) Work as an aide. Examples of responsibilities or duties that might be assigned by the master teacher include assisting the children in movement about the school and playground, tutoring in specific lessons (e.g., reading, math), collecting and recording data on specific children, and assisting in the preparation of progress notes for specific children.
- (c) Keeping a log of your daily activities.

Placements in schools are the responsibility of the School of Education and require a completed application form. Forms are available from the instructor. These must be completed, and signed by the instructor, before December 4, 1981 and before registration is completed. A tally card is required.

REQUIREMENT FILLED: Interim. Will fulfill the practicum requirement in Special Education. May substitute for Ed 291, 391, or 394 in the major or minor in Special Education

PREREQUISITE: None

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: To be announced. See Instructor.

524323 Education 319E

SCHOOL PRACTICUM

4 semester hours

Staff

An off-campus experience in a non-local school district involving teaching and/or working with youngsters in a classroom setting.

Placements in schools are the responsibility of the School of Education and require a completed application form and a formal request letter to the school prepared by the student. Applications and sample letters are available from the instructor. These must be completed, and signed by the instructor, before December 1, 1981, and before registration is completed. Independent study card is required. Not applicable to K-12 certification.

Evaluation will be by the field and PLU supervisors and will depend on successful completion of the assigned tasks.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Ed 251 or permission

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

524324 Education 319F

INDIVIDUALIZED RESEARCH

1-4 semester hours

Staff

1 semester hour credit

2 semester hours credit

3 semester hours credit

4 semester hours credit

A basically non-school, library-oriented study such as the development of curricular materials, an in-depth particular investigation, or reading in an educational field.

Applications and proposal forms are available from the instructor. The proposal forms must be completed by the student and approved by the instructor before registration is completed. An independent study card is required. Not applicable to K-12 certification.

Evaluation will be by the field and PLU supervisors, and will depend on successful completion of the assigned tasks.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Ed 251 or permission

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

526501 Educational Psychology 501

PROBLEM-SOLVING

2-4 semester hours

M. J. Fletcher

This course will provide an opportunity to discuss the need for problem-solving, to make an appraisal of a variety of problem-solving methods, to choose a method and follow through on solving problems using that method or a variety of methods. Students will see problem-solving as a part of the learning process and as an intellectual ability.

The course will foster openness and flexibility in the approach to problem-solving as a short-term goal, and the growth of creativity in long-term goals. The problems to be solved will be chosen by the student. They may be from a wide variety of areas, i.e., personal, academic, mathematical, physical, environmental, societal, etc. Students will work through identification of the problem, becoming aware of solution components.

Each student will choose three problems on which to develop skill in the problem-solving process. Students taking the course for four credit hours will work on a group problem involving decision making.

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

REQUIREMENT FILLED: Interim

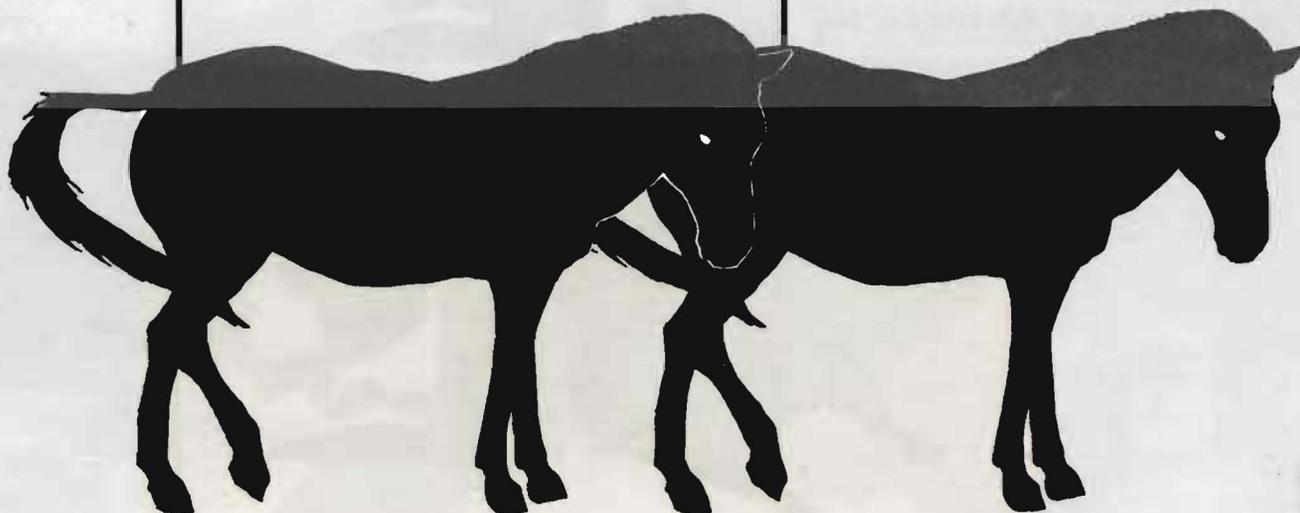
RESTRICTIONS OR PREREQUISITES: Students with graduate status in Education or the social sciences. By special permission seniors in Education, Social Sciences, Nursing may be admitted

COURSE LEVEL: The 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. MTWR, HA-117



ENGLISH

530101 English 101

COLLEGE ENGLISH

4 semester hours

G. Martin

If college students of the eighties are to meet their responsibilities to the communities in which they live as well as to their professions, they must learn to communicate with clarity and style, combining the technical or specialized language of their chosen disciplines with the standard, cross-disciplinary conventions agreed upon by other educated readers and writers in their society. The commitment to clarity and integrity in written communication is not limited to the academic specialists and the public critics of political euphemism or Madison Avenue equivocation. In recent years the business community, especially, has decried the decline in literacy among employees, particularly in written expression. Literacy is both a moral and a practical necessity.

The purpose of College English is to prepare the university student to speak and write with intelligence and to judge the written word with accuracy and perception. The last years have taught us that while women and men are choosing more and more specialized fields, it is more crucial than ever that all users of English speak the same language. In English 101 we will focus on writing clear, intelligent, and well organized essays which address themselves specifically, persuasively and with authority to the audience for which they are written. Because our course is intensive, students will write each day, exchanging essays and evaluating each other's work. In this way, the College English student will prepare for other university course work and for future tasks demanded in the local and professional community. BIBLIOGRAPHY: Barnet, Sylvan, and Marcia Stubbs, *Practical Guide to Writing with Additional Readings* REQUIREMENT FILLED: General University Core GRADING SYSTEM: A, B, C, D, E MAXIMUM ENROLLMENT: 15 MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, HA-210

530303 English 303

WRITING FOR CHILDREN

4 semester hours

S. Rahn

A workshop for both beginning and experienced writers on creating fiction and non-fiction for children. In-class writing and problem-solving sessions will focus on such areas as generating ideas, developing characters, plot, dialogue, rewriting, manuscript submission, and current trends in children's literature. The class regularly will read and discuss each other's work, as well as works by outstanding contemporary authors in the field. Suzanne Rahn, who will teach the course, has worked for many years as a professional free-lance writer, publishing numerous articles and short stories in magazines like *Jack and Jill* and *Cricket* and in reading textbooks for children and teenagers. BIBLIOGRAPHY: George, Jean Craighead, *Julle of the Wolves*; Boston, L.M., *The Children of Green Knowe*; Sutcliffe, Rosemary, *The Eagle of the Ninth*; Heinlein, Robert, *Have Space Suit Will Travel*; Kerr, M.E., *Dinky Hocker Shoots Smack!* REQUIREMENT FILLED: Interim GRADING SYSTEM: H, P, NC MAXIMUM ENROLLMENT: 15 MEETING TIME AND PLACE: 8:00-10:00 a.m. daily, HA-212

530305 English 305

DREAMS

4 semester hours

D. Seal

Much of our creative strength lies largely untapped, deep in our unconscious. We can pay \$60 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.

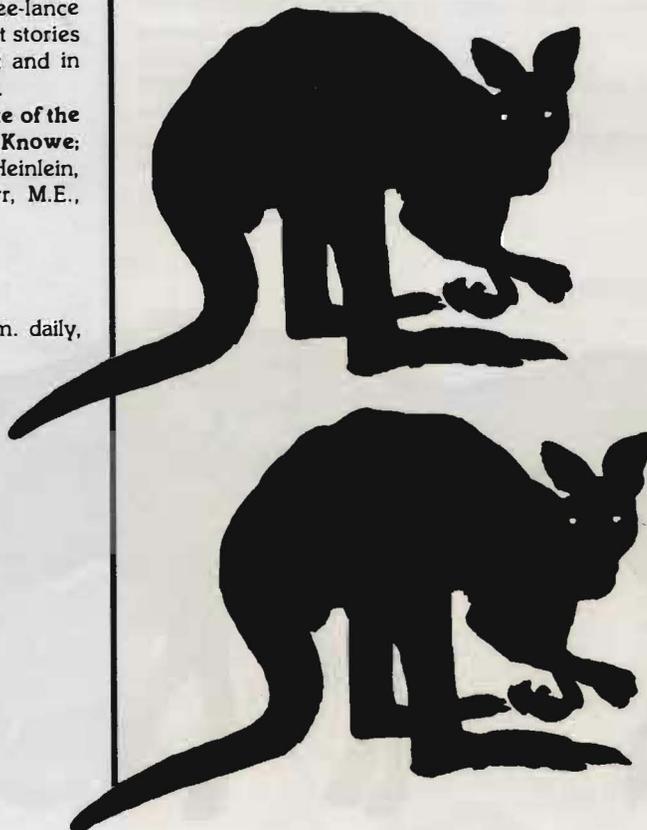
We'll begin by following some contemporary practical and scientific guides, such as Ullmann, Faraday, Jones, and Garfield. They point out what we can and can't do with dreams. We will then apprentice ourselves to the older explorers, Freud and Jung, in order to see what place dreams have in two modern psychologies. Some work with Fritz Perls's Gestalt interpretation and James Hillman's image orientation will reacquaint us with two old childhood friends: skits and crayons. And finally we will look for some connections between dreams and larger concerns: health, poetry, myth, death.

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 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. BIBLIOGRAPHY: Freud, "Revision of the Theory of Dreams;" Jung, *Man and His Symbols*; Garfield, *Creative Dreaming*; Faraday, *Dream Power*; Perls, *Gestalt Therapy Verbatim* REQUIREMENT FILLED: Interim GRADING SYSTEM: H, P, NC MAXIMUM ENROLLMENT: 30 MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, HA-216

598307 English/Religion 307

LIVING IN GOD'S SILENCE: THE FILMS OF BERGMAN

(See interdepartmental listings)



530309 English 309

THE CREATIVE PERSONALITY

4 semester hours

R. Klopsch

The varied character of the creative personality will be explored, first, by the reading of some key introductory essays in Brewster Ghiselin's *The Creative Process*; second by readings of the creative process in action; third, by the exploration in depth of individual artists or thinkers whose personal lives may be studied in autobiographies, biographies, letters, journals, diaries, notes, etc. Illustrations and examples from the literary and artistic world will be used especially in class, but figures from other fields such as the sciences and humanities will be referred to. Each student will do a research paper on a figure of his chosen interest and will report to the class in its last meetings. Students will be evaluated on their research papers, oral reports in class, and reading reports. Individually each student will have, through the oral reports and lectures, the adventure of close personal study of a noted creative personality and will gain a better understanding and appreciation of gifted personalities, their struggles and achievements.

BIBLIOGRAPHY: Ghiselin, Brewster, *The Creative Process* REQUIREMENT FILLED: Interim GRADING SYSTEM: H, P, NC MAXIMUM ENROLLMENT: 25 MEETING TIME AND PLACE: 10:00 a.m.-12 noon daily, HA-214

530310 English 310

MODERN POETRY AND THE LANGUAGE OF THE PSALMS

4 semester hours

R. Jones

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

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

BIBLIOGRAPHY: *The Old Testament*, King James Version or RSV; Whitman, Walt, *The Complete Poems*; Ginsberg, Allen, *Howl, Kaddish* REQUIREMENT FILLED: Interim GRADING SYSTEM: H, P, NC MAXIMUM ENROLLMENT: 20 MEETING TIME AND PLACE: 1:00-3:00 p.m. MTWR, HA-214

530312 English 312

LETTERPRESS PRINTING WORKSHOP: TRADITION AND CRAFT

4 semester hours

T. Swenson

This course will present an intensive introduction to the craft of letterpress printing. Students will learn the basic skills of setting type by hand, lock-up, make-ready, and the operation of platen and cylinder presses. We will also examine the aesthetic traditions of design and typography, exploring traditional roots and contemporary work in printing and the related book arts. We will cover the design elements of layout, use of color, selection of papers, proportions and harmonies. In the vital area of typography, we will study the typographic heritage of the Roman alphabet and learn in the process to recognize a range of typefaces as well as the basic type classifications. Students will design and execute at least one individual project, and will prepare a short paper or presentation on some aspect of the letterpress tradition.

"A love of letters is the beginning of typographical wisdom. That is, the love of letters as literature and the love of letters as physical entities, having abstract beauty of their own, apart from the ideas they may express or the emotions they may evoke."
—John R. Biggs

"Letters are the key to our culture, they can also be a picklock to our heart."
—Bror Zachrisson

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Lab fee: \$15.00 to cover cost of ink, supplies, etc.

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 8:30 a.m.-12:30 p.m. and afternoons, Jan. 4-22, Jan. 25-29 for individual projects, Letterpress Shop

530382 English 382

CHAUCER: THE COMMUNITY OF SAINTS

4 semester hours

L. Johnson

Using a quotation from St. Augustine as touchstone, we shall stress religious themes in Chaucer's major poetry and shall emphasize the age — the whole 14th century. To do this we shall mainly read selected modern English translations of Chaucer's poetry, thus opening up the course to all interested students; yet the course will enable English majors and those needing "core" credit to take basically the same course as English 382 usually offered during fall semester, because students will learn how to read Middle English as well. (One of the Canterbury Tales will be read in the Middle English language.)

General plans for the course center upon a study of the cross-section of two 14th century medieval communities, in England and on the continent. We shall take two literary journeys, one a pilgrim's path with Chaucer, from London to Canterbury, in order to visit the shrine of Thomas a Becket; the other, a journey with Sigrid Undset across Dovre-fjell in Norway to visit the Nidaros Cathedral on the western coast of Norway. (The inclusion of material on the second community is planned to coincide with the centennial of Sigrid Undset's birth on May 9, 1882. By also using Undset's novel we make possible a study of the whole 14th century. The feminine Zola's medieval novel takes place during the first half of the 14th century, and Chaucer's narrative takes place from 1340-1400.)

Specific plans are these: For the first journey, students will read selected tales from Chaucer's *Canterbury Tales* and also some historical works about the 14th century; for the second journey, students will listen to lectures on a trilogy set in Norway of the 14th century: *Kristin Lavransdatter*, by Sigrid Undset.

Students will spend one week on each day's journey from London to Canterbury, every day meeting "layers" of society in Medieval Christian England. When the course unfolds, comparisons of this journey with the second will be laced through the lectures and discussions.

Both writers set their narratives in the chaotic 14th century and, directly or indirectly, deal with these social, religious, and linguistic aspects of their communities: the guild system, courtly love system, feudalism, jousting, the Peasant's War, the One Church, the Black Death, and general social turmoil.

Finally, we shall study the underlying theme of these medieval religious communities, that theme which followed in the wake of St. Augustine's message, for he had struck a dominant note in the spiritual life of the Middle Ages.

You have made us for yourself, and our hearts know no peace until they rest in you.

(*Confessions*, Book I)

BIBLIOGRAPHY: Tatlock, J.S.P., and Percy MacKaye, *The Modern Reader's Chaucer*; Tuckman, B., *The Distant Mirror*; Coulton, G.G., *Chaucer and His England*; Chute, M., *Chaucer*; Seton, A., *Katherine*

REQUIREMENT FILLED: General University Core

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

MAXIMUM ENROLLMENT: 20

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

532305 History 305

THE HISTORICAL FATE OF RUSSIAN ORTHODOXY

4 semester hours

R. Nichols (visiting professor)

The historical fate of Orthodoxy in Russia from the time of Russia's conversion to the Soviet era is a story largely unknown to Americans. The aim of the course is to introduce students to the second largest branch of Christianity, the Eastern Orthodox Church, by focusing on the history of that church in Russia. Therefore, the emphasis will fall on the ethnic, historical, geographical, political, and social forces at work in Russia which gave an original and individual shape to the religious consciousness of the Russian people.

The course is divided into four chronological periods: Kievan, Muscovite, Imperial, and Soviet. The subjects to be studied include theology; liturgy; church organization; monasticism; popular religious life; art and architecture. Students will visit some Orthodox churches in the area and, if it can be arranged, hear some guest speakers invited to the class. Each student is required to prepare an individual research project. The reading will consist of several scholarly works on the Orthodox Church, some novels, and at least one film. Class discussion is emphasized throughout the course. Grades will be based on the research project, a final examination, and class discussion.

BIBLIOGRAPHY: Runciman, Steven, *The Great Church in Captivity*; Ware, Timothy, *The Orthodox Church*; Pascal, Pierre, *The Religion of the Russian People*; Leskov, N., *Cathedral Folk*; Dostoevsky, F., *A. Raw Youth*; Soizhenitsyn, Alexander, *From under the Rubble*

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 25

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

532306 History 306

HOLOCAUST

4 semester hours

C. Browning

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

The format of the course will be a mixture of lecture, discussion, and films. A fee of \$10.00 per student will be assessed at the time of registration to cover the cost of the films. Students will be evaluated on the basis of: a) written preparation of study questions for the discussion sessions and b) a short research paper.

BIBLIOGRAPHY: Dawidowicz, Lucy, *The War Against the Jews*; Wiesel, Elie, *Night*; Hilberg, Raul, *The Destruction of the European Jews*; Rubenstein, Richard, *The Cunning of History*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$10.00 film fee

MAXIMUM ENROLLMENT: 80

MEETING TIME AND PLACE: 9:00-11:00 a.m. daily, X-201



532310 History 310

THE AMERICAN REVOLUTIONARIES: RADICALS OR REACTIONARIES?

4 semester hours

K. Malone

This class will consider the experience of the American Revolution from the individual perspectives of the men who led it. Students will investigate the personal characteristics and individual circumstances that made men like George Washington, John Adams, Alexander Hamilton, Thomas Jefferson, or Benjamin Franklin revolutionaries. Careful study of the body of political thought that inspired the Revolution will form the basis of an analysis of what the revolutionaries **thought** they were doing by declaring independence, and how that affected their respective goals for the new republic.

Each student will conduct a biographical investigation of a selected revolutionary to gain an understanding of the meaning of the Revolution from the perspective of that subject.

Evaluation will be based upon class participation in discussions of the readings; a presentation of the results of each student's individual investigation; and a short paper summarizing those results.

BIBLIOGRAPHY: Wood, Gordon, *The Creation of the American Republic*; Elkins, Stanley, and Eric McKittrick, "The Founding Fathers; Young Men of the Revolution"

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

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

598313 Anthro/Hist 313

CHINESE CULTURE AND CUISINE

(See interdepartmental listings)

532318 History 318

THE CALAMITOUS 14th CENTURY

4 semester hours

P. Nordquist

The 14th century presents us with a profound ambivalence. On the one hand there were Gothic cathedrals, chivalry, and exquisitely illuminated Books of Hours. On the other hand there were the unparalleled ravages of disintegration. The four horsemen of St. John's vision became seven: plague, war, taxes, brigandage, bad government, insurrection, and schism in the church. The smell and dance of death were everywhere present; but so were new beginnings. The *Danse Macabre* and Flagellants co-existed with Giotto, Petrarch's "sweet new style," schemes for reform of the church, and new visions of the structure of politics.

This course will probe as deeply as possible into the complex ambivalence of the century. The range of topics will include economic depression and political breakdown, religious schism, poetry and prose, the visual arts, and popular culture. We will be particularly concerned with the effects on society of the Black Death of 1348-50 which killed one third of the population of Europe.

The course will be closely tied to Barbara Tuchman's superb discussion of the 14th century: *A Distant Mirror*. There will be some lectures, extensive discussion, and individualized research.

BIBLIOGRAPHY: Huizinga, J., *The Waning of the Middle Ages*; Lerner, R., *The Age of Adversity*; Perroy, E., *The Hundred Years War*; Tuchman, B., *A Distant Mirror*; Ziegler, O., *The Black Death*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

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

514139

514140 Computer Science 139, 140 COMPUTER SCIENCE 139 (BASIC I) and 140 (BASIC II)

1 semester hour for each section

N.C. Meyer

BASIC I -- Introduction to interactive computing, branching, looping, subscripts, and functions in the context of the BASIC language.

BASIC II -- Continuation of 139 including input/output, character variables, subroutines and simple file techniques in BASIC. Prerequisite: CS 139 or instructor's permission.

BIBLIOGRAPHY: Bent, Robert & Sethares, *BASIC: An Introduction to Computer Programmers*

REQUIREMENT FILLED: General University Core RESTRICTIONS OR PREREQUISITES: High School Algebra

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 8:00-10:00 a.m. daily, M-112. CS 139 meets from January 4-15; CS 140 meets from January 18-29

536308 Mathematics 308

FINANCIAL MATHEMATICS

4 semester hours

P. Liebelt

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

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

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

BIBLIOGRAPHY: Cissell, *Mathematics of Finance* (5 edition)

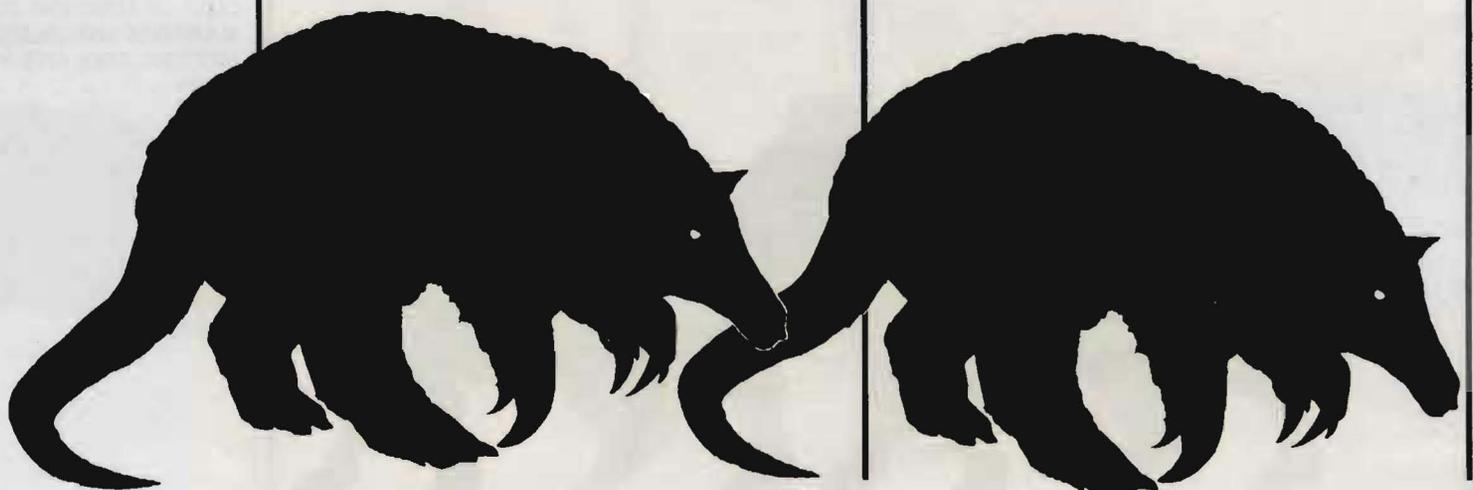
REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: High School Algebra

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00-11:30 a.m. daily, HA-206



MODERN AND CLASSICAL LANGUAGES

514316 Computer Science 316

COMPUTERS AND SOCIETY

4 semester hours

J. Brink

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

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

BIBLIOGRAPHY: Grahm, Neill, *The Mind Tool*; Silver, Gerald A., *The Social Impact of Computers*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: High school algebra required. NOTE: Computer Science 139-140 and this course cannot both count toward the total number of hours for graduation

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 23

MEETING TIME AND PLACE: 1:00-3:45 p.m. daily, M-112

538302 Modern & Classical Languages 302

THE SILENT WORLD: AN EXPERIENCE IN DEAF AWARENESS

4 semester hours

J. DeSherlia

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

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

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

BIBLIOGRAPHY: Fant, Lou, *SIGN LANGUAGE*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 2:00-5:00 p.m. daily, HA-204A

554304 Modern & Classical Languages 304

THE PAST AND THE FUTURE AS SEEN FROM CUBA

(See off-campus listings)

540307 Modern and Classical Languages 307

THE THOUGHT AND CUISINE OF FRENCH CLASSICISM

4 semester hours

R. Brown

During the 17th century, France reached its political and cultural apogee. Refinement of dress and manners, classical literature, absolute, political power, and the palace of Versailles are its most widely-known achievements. Less understood is the underlying acceptance of a mystical union between God, the universe, and the human soul, an ethic which pervaded many disciplines of thought. Through a study of France's profound and entertaining authors, Descartes, Moliere, Racine, and Pascal, the class will investigate this unifying, mystical belief.

The first week will set the stage by an immersion into the political, artistic, and religious spirit of the age. From this vantage, we will then analyze Descartes' brief *Meditations on First Philosophy*, a finely-wrought apology both for the new science of the age and for Christianity. Discussion of Moliere's hilarious satire of the religious spirit, *Tartuffe*, will then follow. Finally, the brilliant insights into human nature, found in the works of Racine and Pascal, will remind us of the many affinities between our own age and 17th century France.

Wednesday evenings will be given to optional cooking lessons in the mode of France's *nouvelle cuisine*, at the home of the instructor. Now identified with the 17th century's most famous chef, La Varenne, this style is celebrated among leading French cooks for its emphasis upon fresh products and exquisite, harmonious combinations. One of Washington's finest French cooks will assist in our preparations.

Evaluations will be based upon quality of preparation in class, two short quizzes, and a final paper. No prerequisites.

BIBLIOGRAPHY: Descartes, *Meditations on First Philosophy*; Moliere, *Tartuffe*; Racine, *Phedre*; Pascal, *Thoughts*; Levy, Faye, *La Varenne Tour Book* (optional)

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$20.00 for banquets (extra—optional)

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-3:00 p.m. MTRF; 5:00-8:00 p.m. W, HA-208



542313 Modern & Classical Languages 313

INTRODUCTION TO SPOKEN GERMAN

4 semester hours
R. Swenson

As the title implies, this course will presuppose no previous knowledge of German. It will be an introduction to the language of some 120 million speakers: Germany (East and West), Austria and parts of Switzerland. The class will meet six hours per day and an equivalent of an entire semester's work will be covered, so that it will be possible for students completing the course to continue in the second semester of the elementary course in the spring.

A great advantage in a concentrated course of this nature is that it provides for "total immersion" in the language without the usual demands and obligations of additional course work in other areas. The course will be organized to enable the student to gain mastery of basic German structures; while the main emphasis will be on the acquisition of the spoken language, the related skills of reading and writing will also be developed. Contemporary cultural materials of the German speaking countries will be included. Additional audio-lingual practice in the manipulation of language structures will be gained through the extensive use of the language laboratory. BIBLIOGRAPHY: An elementary language text will be used, to be selected by the instructor. REQUIREMENT FILLED: Interim. GRADING SYSTEM: A, B, C, D, E. MAXIMUM ENROLLMENT: 25. MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon and 1:00-4:00 p.m. daily, HA-223

550315 Modern and Classical Languages 315

SCANDINAVIA IN THE NEW WORLD

4 semester hours
A. Toven

In March of 1638 the Swedish ship "Kalmare Nyckel" landed on the shores of the Delaware River and the first attempt to establish a Scandinavian community in America began. Though the project failed, memories of the New Land lingered on, and in 1825 Clegg Peerson led the first organized group of emigrants across the ocean.

The letters which the pioneers sent home, praising America as the land of freedom and opportunity, made a great impression on many Scandinavians. The socioeconomic conditions in their homelands compared poorly with the picture painted of the New Land and provided the push-factor needed to get the movement started. During the 19th and 20th centuries mass migration uprooted over two million Scandinavians and sent them to America in search of freedom, opportunities, and a new community.

This course will look at the Scandinavian countries in the 19th century and discuss some of the reasons for the mass emigration. However, the focus will be on the new communities; life in the settlements in America; cultural adjustments and assimilation; and the immigrants' contributions to their new homeland.

Students will be expected to participate in the discussion of the texts and films, make oral presentations based on group projects, and complete an exam at the end of the term.

BIBLIOGRAPHY: Rolvaag, O.E., *Giants in the Earth*; Nelson, D.T., *The Diary of Elisabeth Koren*; Haselmo, N., *Swedish America*; Haugen, E., *The Norwegians in America*. REQUIREMENT FILLED: Interim. GRADING SYSTEM: H, P, NC. COST IN ADDITION TO TUITION: \$10.00 film fee. MAXIMUM ENROLLMENT: 25. MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, HA-211

556303 Music 303

INTRODUCTION TO PIANO

4 semester hours
G. Gilbertson

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

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

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

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

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

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

BIBLIOGRAPHY: Starr, *Basic Piano Technique* (for all beginners; others will provide their own with approval of instructor); Moore, *Learning to Listen* (optional).

REQUIREMENT FILLED: Interim. RESTRICTIONS OR PREREQUISITES: Students must have access to a piano. Students would find it difficult to take skiing in addition to this course. GRADING SYSTEM: A, B, C, D, E. MAXIMUM ENROLLMENT: 50. MEETING TIME AND PLACE: 10:30 a.m.-12:00 noon daily, E-227, and 1:30-3:30 p.m. daily, E-122

556304 Music 304

INTRODUCTION TO WORLD MUSIC

4 semester hours
C. McTee

Music, in one form or another, permeates every human society. Those musical styles with which people of the Western world are most familiar, such as classical, popular, and jazz, form only part of the world's music. The purpose of this course is to give any interested person (musician as well as non-musician) an opportunity to experience and enjoy a wide variety of musics from many cultures.

Students will listen to the tribal music of such peoples as the Australian aboriginal and African Pygmy; they will hear folk music of Europe and the Americas, music of the major oriental civilizations, and the music of those Western composers (John Cage, the Beatles, and Steve Reich, to name just a few) who have drawn much of their inspiration from Eastern sources. Considerable attention will also be given to matters of cultural and historical importance which gave rise to the development and performance of various musics. Evaluation will be based upon quizzes and a paper or project.

REQUIREMENT FILLED: Interim. GRADING SYSTEM: H, P, NC. MAXIMUM ENROLLMENT: 75. MEETING TIME AND PLACE: 1:00-3:00 p.m., daily, E-227

556305 Music 305

BEGINNERS BAND

4 semester hours
Staff

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

REQUIREMENT FILLED: Interim. GRADING SYSTEM: H, P, NC. MAXIMUM ENROLLMENT: 30. MEETING TIME AND PLACE: 9:30 a.m.-12:00 noon and 1:00-2:00 p.m. MTR, E-228

556309 Music 309

A CULTURAL TOUR OF LONDON

(See off-campus listings)

598311 Comm Arts/Music 311

OPERA PRODUCTION AND PERFORMANCE

(See interdepartmental listings)



551310 Natural Sciences 310

WORKING WOMEN

2 or 4 semester hours*

J. Jensen, S. Tonn

Forty-eight percent of all women in the U.S. today are employed outside the home; the average working duration is 22.7 years. Some women work by choice, many work because the income is required. The average woman earns 59¢ for each dollar earned by a man, a gap which has widened in recent years. Several barriers prevent women from moving into higher paying jobs: social patterns and expectations and also barriers that exist in the minds of women due to their own social upbringing. One barrier is the career interruption experienced by 40% of all women. Assessment of work and lifestyle goals, and planning for career interruptions should help women develop more satisfying and financially rewarding careers.

This course is designed for women who work, have worked and/or plan to work. Participants will:

- + examine career barriers and develop skills to overcome them
- + investigate self-defeating attitudes and feelings of incompetence
- + build self confidence
- + identify skills and strengths and learn how to use and improve them
- + examine personal lifestyle goals and consider how to balance them with career goals
- + learn skills in job-seeking and job-keeping
- + develop a detailed individual Career Action Plan

This will be accomplished through group discussion, self assessment instruments, role-playing, journal-keeping and assigned readings. Each participant will meet with one of the instructors at the beginning of the Interim (or before in the case of NSF-WISP participants) for the purpose of examining individual career objectives and developing an action plan to meet these objectives. Grading will be based on class participation, either one or two short papers, and the Career Action Plan. **It is not necessary to have decided upon a career to take this course!**

*2 semester hours: attend both evening sessions/week; one paper; Career Action Plan

*4 semester hours: attend all four sessions each week; two papers; Career Action Plan

BIBLIOGRAPHY: Kisiel, *Design for Change, a Guide to New Careers*; Kotter, Faux and McArthur, *Self-Assessment and Career Development*; Jelinek, *Career Management for the Individual and the Organization*; Mendelsohn, *Happier by Degrees*; Berman, *Re-Entering*; Anderson, *Stress Power*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:00-9:00 p.m. MW and 2:00-5:00 p.m. TR, I-111

564304 Nursing 304

HEALTH ORIENTATION OF THE HANDICAPPED CHILD

4 semester hours

S. Boots

This course is designed to explore the health oriented components of handicapped children. The emphasis will be on the younger child (birth to six years); however, handicapped children of all ages will be studied and discussed. Included will be genetics and etiologies of handicapping conditions, assessment tools, intervention techniques, behavior modification, nutrition, health care, ethical and legal issues, and holistic health care concepts. The student will study the handicapped child as a person, as a family member, and as a community member. Activities include lectures, seminars, clinical participation, tours, and working with families. Assignments will include seminar responsibilities, weekly logs, one short paper, and a pre- and post-test. Class participation will include practice sessions with assessment tools, class projects, and an Interim Faire project. The student is required to participate in all activities, complete the written work, take the pre- and post-test, and attend all seminars and lectures. Students should not plan to take other courses due to the nature of the participation at clinics, site visits, and family work. **BIBLIOGRAPHY (tentative):** Arnold, L. Eugene (ed.), *Helping Parents Help Their Children*; Barnard, K. and M. Erickson, *Teaching Children With Problems*; Curry, J.B. and K. Peppe, *Mental Retardation: Nursing Approaches to Care*; Johnson, Suzanne Hall, *High Risk Parenting*; Pipes, Peggy, *Nutrition in Infancy and Childhood*; Powell, M.L., *Assessment and Management of Developmental Changes and Problems in Children*

REQUIREMENT FILLED: Interim

COURSE LEVEL: This course is designed for all students who are majors in Education, Nursing, Psychology, Sociology, Physical Education. Other students should see instructor before registering for the course.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Students are responsible for the cost of transportation for the local site visits. Two texts are required (both softcover). School of Nursing students have the Powell text.

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon MTW, 9:00 a.m.-12:00 noon, R, January 7; clinic/site visits and family visits to be arranged. IN-122

564311 Nursing 311

SURGICAL INTERVENTION

4 semester hours

F. Gough

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

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

Students will be evaluated by written work and clinical performance.

BIBLIOGRAPHY: LaMaitre, George and Janet Finnegan, *The Patient in Surgery*; Luckmann, Joan and Karen Creason Sorenson, *Medical-Surgical Nursing*.

REQUIREMENT FILLED: Interim

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

COURSE LEVEL: Advanced

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Transportation and meals

MAXIMUM ENROLLMENT: 10

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Transportation and meals

MAXIMUM ENROLLMENT: 10

MEETING TIME AND PLACE: The class will be divided into two lab groups. Meets in IN-111D.

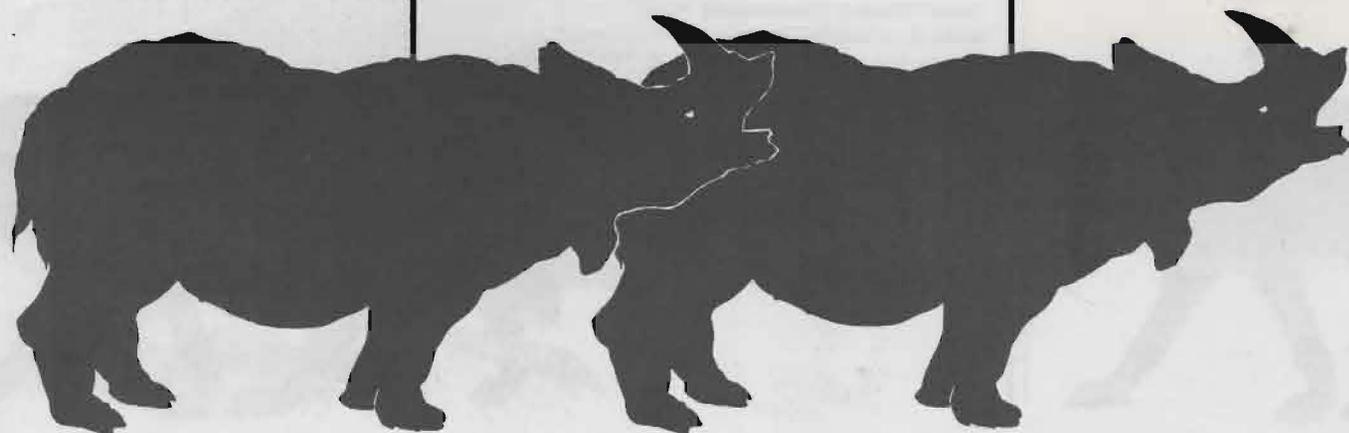
Lab A: Jan. 4 only, 1:00-8:00 p.m. Thereafter MT and rotating W 7:00 a.m.-3:30 p.m.

Lab B: Jan. 4 only, 1:00-8:00 p.m. Thereafter RF and rotating W 7:00 a.m.-3:30 p.m.

564316 Nursing 316

HAWAIIAN CULTURE AND COMMUNITY: A FAMILY FOCUS

(See off-campus listings)



PHILOSOPHY

566101 Philosophy 101

PHILOSOPHICAL ISSUES: PHILOSOPHY AND RELIGIOUS SECTS

4 semester hours

G. Myrbo

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

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

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

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

REQUIREMENT FILLED: General University Core

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, HA-208

566125 Philosophy 125

MORAL PHILOSOPHY

4 semester hours

W. Irvine

The first half of the course will be devoted to an examination of ethical theories. We shall focus our attention on the theories of Immanuel Kant and John Stuart Mill, but will touch on other theories as well. In the second half of the course, we will put ethical theory to practice and examine an assortment of moral problems. Among other things, we will discuss the moral acceptability of euthanasia, abortion, capital punishment, and adultery. Our goal in the course won't be to provide conclusive answers to the ethical questions we raise; instead, the goal is simply to practice looking at the world from a moral point of view.

Students will be expected to participate in class discussions, to write two short papers on assigned topics, and to take a final exam.

BIBLIOGRAPHY: Kant, *Groundwork of the Metaphysic of Morals*; Mill, *Utilitarianism*; Regan, Tom, ed., *Matters of Life and Death*

REQUIREMENT FILLED: General University Core

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-3:30 p.m. daily, HA-202

566310 Philosophy 310

GOD AND SCIENCE: THE WARFARE OF SCIENCE AND RELIGION RENEWED—OR—THE ORIGIN OF SPECIES AND THE DISSENT OF MAN

4 semester hours

C. Huber

Believers and scientists are at it again—at least some of them—and each advances in some ways and threatens in others our understanding of humanity and its place in the universe.

The argument between "Creationists" and "Evolutionists" going on today in school districts, state legislatures and the courts did not begin in 1859 with Darwin's *Origin of Species*. Science and religion have been antagonists for at least 2,600 years. And although the controversy over Darwinian evolution in the 1800's was perhaps more colorful, the conflict today has profound scientific, religious, moral and social consequences which are ignored only at our mutual peril.

In this course we shall explore the whole evolution controversy in the greater context of the opposition of science and religion, assess the nature of each, and the possible consequences for society and culture of various proposed resolutions to the conflict.

Class discussion of lectures, assigned readings in texts and reference works, and of films, two essay tests on the materials studied, and a modest paper on a topic selected from the list provided will constitute the substance of the course. A discussion among representatives of creationism, professional biology and education is the planned conclusion of the course.

BIBLIOGRAPHY: Dillenberger, J., *Protestant Thought and Natural Science*; White, Edward, *Science and Religion in American Thought*; White, N.A., *Science and Creation*; White, Andrew, *History of the Warfare of Science with Theology*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Possible small fee for hand-out material (under \$3.00)

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, HA-202

566312 Philosophy 312

WARRING NATIONS, WARRING PEOPLE

4 semester hours

P. Menzel

The past two years have made it apparent again that one of the gravest responsibilities of citizens in the U.S. is to make decisions about when, if ever, wars ought to be fought. This course will discuss critically and coherently both the justification of war as an instrument of national policy and one's personal participation in military violence. The object will be to enable students to come to some personal but reasoned convictions about these matters.

This will be done in both general and historically specific ways. Since many current students were not immersed in discussion of the Vietnam War as it unfolded, some time will be spent recreating that historical experience. We will also read Glenn Gray's book of reflections about war from his first-hand experience in World War II. We will study the pre-eminent just war tradition in Christian thought and contemporary international relations, both in reference to when a war should be entered and what means are permissible within it. The historical and theological roots of pacifism will be explored and analyzed.

The course will be largely a reading course with room for individual projects on topics beyond those mentioned above, such as conscription, conscientious objection to military service, the morality of using or manufacturing particular weapons, the justification of the use of violence in various current conflicts, etc. Considerable emphasis will be placed on classroom discussion; one short paper and either one longer paper or a major classroom presentation will be required.

BIBLIOGRAPHY: Herr, Michael, *Dispatches*; Gray, J. Glenn, *The Warriors*; Walzer, Michael, *Just and Unjust Wars*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$10.00 for films and reprints

MAXIMUM ENROLLMENT: 30

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

566385 Philosophy 385

HEALTH CARE ETHICS III: INFANTS AND CHILDREN

1 semester hour*

P. Menzel

The course will address some of the intriguing and excruciating moral issues that arise in the medical treatment of infants and children. For the young, questions about the consent of the patient and the value of life arise which are quite different from those that arise for adults. Whether to let die an infant born with serious genetic and health defects will be a major focus of the class. Other topics will include fetal experimentation, the consent requirement in clinical research on children, physicians' and nurses' roles regarding child abuse, and parental selection of the sex of a child.

The course continues the series of Philosophy 385 one-hour units begun in the fall semester. Many students will have had the previous units, but others without them are perfectly welcome in the course. New students will be asked to read a few key and brief selections from the previous units.

Audits and pass/fail options are welcome; auditors will be excused from the one short paper expected of other students but, as with all others, they will be expected to participate in discussion.

BIBLIOGRAPHY: Walters, LeRoy, and Tom Beauchamp, (eds.), *Contemporary Issues in Bioethics*, selections; miscellaneous journal articles

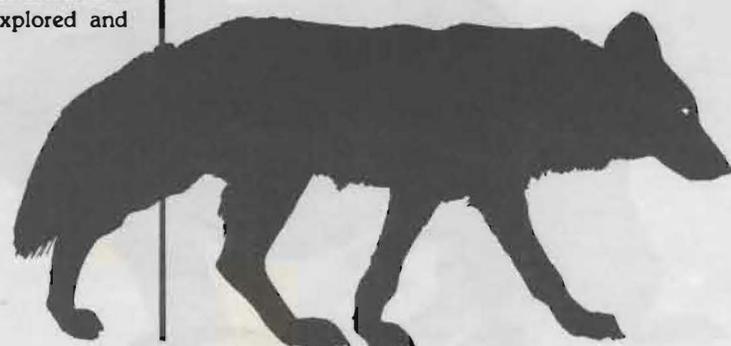
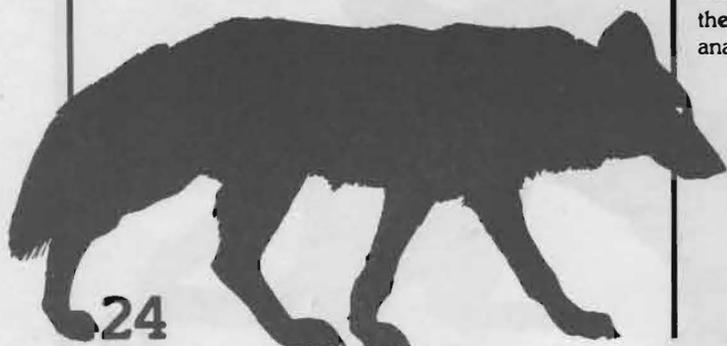
REQUIREMENT FILLED: General University Core; *1 semester hour elective; counts toward Philosophy GUR only if combined with Philosophy 225 taken another semester

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

COST IN ADDITION TO TUITION: \$3.00 for films

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:00-7:50 p.m. MW, IN-116



PHYSICAL EDUCATION

ACTIVITY COURSES

The following specifications apply to activity courses offered during the Interim (courses number from 100 to 245):

1. Each course carries 1 semester hour of credit.
2. Satisfactory completion of each course will satisfy one-fourth of the core requirement in physical education.
3. One semester hour in physical education may be taken during the Interim in addition to a student's primary course.
4. Students must have approval from the instructor of their primary course before they can complete one semester hour in physical education during the Interim period.
5. Students may be released from a physical education course to participate in activities associated with their primary course. However, such excused absences must not total more than four class meetings. Students accumulating more than four excused absences will not receive credit for the physical education course.

PERSONALIZED FITNESS PROGRAMS

1 semester hour
Staff

COST IN ADDITION TO TUITION: \$5.00
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 11:00 a.m.-12:45 p.m. daily, Memorial Gym

568202 Physical Education 202

INTERMEDIATE AND ADVANCED GOLF

1 semester hour
R. Carlson

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

568204 Physical Education 204

BOWLING

1 semester hour
R. Carlson

COST IN ADDITION TO TUITION: \$17.50
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 8:00-9:15 a.m. daily, University Center

568208 Physical Education 208

SKIING

1 semester hour
C. Phillips

COST IN ADDITION TO TUITION: \$60.00 course fee plus lift fees. Students provide own equipment
MAXIMUM ENROLLMENT: 150
MEETING TIME AND PLACE: Lectures: 7:30 p.m., (Jan 4, 11, 18, 25), HA-101. Six slope sessions; January 5, 7, 12, 14, 19, 21, 12:30-10:00 p.m.

568210 Physical Education 210

SLIMNASTICS

1 semester hour
K. Hemion

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

568225 Physical Education 225

CO-ED VOLLEYBALL

1 semester hour
Staff

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

568292 Physical Education 292

FIRST AID

2 semester hours

E. Anderson

The purpose of this course is to instruct the student in emergency first aid procedures and to test in those procedures so that the student may be prepared to prevent death and disability when rendering emergency first aid. This course meets the requirements for the American Red Cross Standard First-Aid and Personal Safety card, the Washington Heart Association CPR card, and the American Red Cross CPR card. There will be lectures and practice sessions to develop the necessary skills. Testing will be both practical and written.

BIBLIOGRAPHY: Hafen and Karren, *First Aid and Emergency Care Workbook*; American Red Cross, *Standard First Aid and Personal Safety*

REQUIREMENT FILLED: Major requirement and Red Cross Certification

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

COST IN ADDITION TO TUITION: \$4.00 lab fee

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-2:30 p.m. daily, OA-105

568302 Physical Education 302

SPORT IN SOCIETY

4 semester hours

C. Hacker

Although sport and athletics have permeated the culture of almost every society throughout history, it has only been in recent years that sport as a social phenomenon has been subjected to careful scrutiny and investigation. The sociological study of sport, in its broadest sense, strives to aid individuals in the understanding of human behavior as exemplified through sport-related activities. The main focus of this particular course will be to identify and articulate the contemporary themes that surround sport in our society. Discussion will incorporate an analysis of sport as a basic social unit (individuals, groups, institutions, societies) and also as a social process (socialization, stratification, social conflict, social change). More specifically, topical concepts addressed in the class include the influences of sport on deviance, mass media, spectatorship, social organization, youth sports, and collective behavior. To enhance the teaching/learning process, students will be encouraged to participate both in individual and group discussions. Evaluative measures include one research paper on student-selected topics, individual reading presentations, and active class participation.

BIBLIOGRAPHY: Leonard, Wilbert M. II, *A Sociological Perspective of Sport*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-3:00 p.m., OA-102

568303 Physical Education 303

LEADERSHIP FOR OUTDOOR MINISTRIES

(See off-campus listings)

598304 PE/Comm Arts 304

COMMUNICATIONS IN THE GYM AND CLASSROOM

(See interdepartmental listings)



568306 Physical Education 306

**PREVENTIVE HEALTH
PROGRAMMING AND THE
WELLNESS REVOLUTION**

2 semester hours

G. Chase

This course should appeal to anyone concerned with disease prevention as an approach to health management. Treatment vs. prevention as an alternative to the management of diseases induced primarily by our lifestyles will be the major theme of this course. Various approaches to intervention will be discussed such as nutrition, weight management, properly prescribed exercise and other "risk management" techniques.

Topics to be discussed include: preventive health programming in our schools, adult fitness wellness program development in business and industry, weight management and the treatment of obesity, coronary risk factor intervention, and stress management.

For final evaluation each student will submit a paper on one of the above topics.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$8.00 covers cost of all program materials — primarily youth and adult programming packets — booklets, brochures, etc.

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 11:00 a.m.-12:30 p.m. daily, OA-106

568308 Physical Education 308

SPORTS MOTIVATION

2 semester hours

F. Westering

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

BIBLIOGRAPHY: Tutko, *Sports Psyching*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Small charge on handout material

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00-10:30 a.m. daily, plus three nights to be announced, OA-103

568310 Physical Education 310

DANCE WORKSHOP

4 semester hours

M. McGill

This modern dance workshop is designed to provide daily movement opportunities in the areas of dance technique, improvisation, and choreography. Dance philosophies will be shared and explored. Cultural experiences will be broadened by attending off-campus dance concerts, lectures, and classes. Students will be required to write a daily journal and keep notes on readings and lectures. Students will be learning the skills for beginning choreography and will have an opportunity to perform dance compositions in an informal setting at the close of Interim.

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

REQUIREMENT FILLED: Interim; will fulfill dance minor and physical education requirements

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: The additional fee for concert attendance will be optional and announced in class

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00-11:00 a.m. and 1:00-2:30 p.m. daily, Memorial Gym

568311 Health Education 311

FAMILY CENTERED CHILDBIRTH

4 semester hours

P. Hoseth

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

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

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

BIBLIOGRAPHY: C.E.A., *Toward a Better Beginning*; Donovan, Bonnie, *The Cesarean Birth Experience*; Ewy, Donna and Rodger, *Preparation for Breastfeeding*; Hotchner, Tracy, *Pregnancy and Childbirth*; Kitzinger, Sheila, *Giving Birth*

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

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

598312 Education/PE 312

HYPERACTIVE CHILDREN

(See interdepartmental listing)

568313 Physical Education 313

**DRUGS, ERGOGENIC AIDS, AND THE
ATHLETE**

2 semester hours

G. Nicholson

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

BIBLIOGRAPHY: Selected readings from articles

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-2:30 p.m. daily, OA-103



PHYSICS AND ENGINEERING

528305 Physics/Engineering 305

THE ART OF ELECTRONICS

4 semester hours

K. Davis

Much of electronics as currently practiced can be seen as a simple art, a combination of some basic laws, rules of thumb, and a large "bag of tricks." The treatment in this course will be in the tradition of "electronics for scientists" as opposed to a first course in electronic circuit design for electrical engineers. As such it will be largely nonmathematical, with strong encouragement of circuit brainstorming, and mental (or, at most, back-of-the-envelope) calculation of circuit values and performance. Specific content may include: transistors (both bipolar and field effect), operational amplifiers, active filters, voltage regulators, precision circuits, digital and analog electronics, microprocessors, high frequency techniques, and signal processing. Beginning at a level suitable for those with no previous exposure to electronics (or even electricity), the goal of the course will be to get the student to the point where he or she will be considered knowledgeable and even expert in the engaging and fascinating world of "electronics."

Assigned readings in the text will be required of all students. Lecturing during class time will be kept to an absolute minimum. Laboratory time will be devoted to working through the authors' laboratory manual which is designed to accompany the authors' text for a course in Laboratory Electronics at Harvard. Students who aspire to an Honors grade will be expected to propose and implement a small design project. Projects are limited only by our imagination in selecting what can be realistically accomplished in a couple of weeks' time we have to implement them, by the cost of whatever components may be needed, and by whatever general purpose laboratory equipment we have on hand in the department. Students who seek only to fulfill the Interim Requirement will not be expected to carry through a project to receive a Pass grade.

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

BIBLIOGRAPHY: Horowitz, Paul, and Winfield Hill, *The Art of Electronics*

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

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

MAXIMUM ENROLLMENT: 20

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

POLITICAL SCIENCE

576302 Political Science 302

POLITICAL HUMOR AND SATIRE

4 semester hours

W. Spencer

Political humor serves many purposes, from entertainment to education, from commentary to combat. It is the product of no particular time or culture, ranging in time from the plays of Aristophanes to the latest column by Art Buchwald, and is found in literature from cultures as diverse as those of the Americans Twain and Vonnegut, the French Voltaire, the English Swift, and the Russian Gogol. It appears in such varied forms of expression as drama, prose and poetry (long and short forms), political speeches and debates, movies, television, newspaper columns, political cartoons, popular songs, comic strips, records, and magazines, brought to us through an assortment of names and associations, such as Herblock, Pogo, Pat Paulson, Dipstick, Art Hoppe, Lincoln, Strangelove, McBird, Doonesbury, Thottlesbottom, TW3, Lampoon, Oliphant, Mark Russell, Li'l Abner, Mort Sahl, and Archie Bunker.

This course will examine the variety of political humor and its political objects by exploring many of the forms and purposes of its expression. While other sources of political humor will be touched, the emphasis will be on American humor, particularly its more contemporary forms. Students will read a generous sampling of such material for purposes of class discussion. In addition, students will be asked to develop a class project through either researching and analyzing a topic or creating an original work of political humor. Students will be evaluated on the basis of their project and their class contribution.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 26

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

576312 Political Science 312

THE ROLE OF COURTS IN THEORY AND PRACTICE

4 semester

C. Marsh

The course is designed to provide a theoretical and practical analysis of the role of state and federal courts in the judiciary. The course provides an analysis of the structure and function of the court system with emphasis on the roles of prosecutors, defense attorneys, judges, jurors, witnesses, court administrators and the public in general. Issues confronting courts today will be analyzed and synthesized from historical, philosophical, sociological and psychological perspectives.

Students will observe civil and criminal proceedings in state and federal courts, and will prepare observation and evaluation reports.

BIBLIOGRAPHY: *Federal Rules of Civil Procedure; Federal Rules of Criminal Procedure; Washington State Rules of Civil Procedure; Washington State Rules of Criminal Procedure;* required readings

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 a.m.-1:00 p.m. daily, X-112

576315 Political Science 315

WASHINGTON WINTERIM '82: THE REAGAN ADMINISTRATION AND CONGRESS: ONE YEAR LATER

(See off-campus listings)

PSYCHOLOGY

598305 Education/Sociology/
Psychology 305

LEADERSHIP: A GUIDE TO BEING A STAR . . . OR . . . THEORY AND PRACTICE OF LEADERSHIP AND GROUP BEHAVIOR

(See interdepartmental listings)

578309 Psychology 309

PSYCHOLOGY AND THE LAW

4 semester hours

H. Marra

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

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

BIBLIOGRAPHY: Schwitzgebel, R.L. and R.K. Schwitzgebel, *Law and Psychological Practice*; or Barton, W.E. and Charlotte J. Sanborn, (eds.), *Law and The Mental Health Professions*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:30-9:30 p.m. TWR, HA-219



RELIGION

578318 Psychology 318

INVOLVEMENT IN A THERAPEUTIC COMMUNITY

4 semester hours

R. Buckham

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

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 2:00-4:00 p.m. HA-219 (first day only) After the first, class meets every day for four hours at Western State Hospital

580241 Religion 241

BIBLICAL LITERATURE: NEW TESTAMENT

4 semester hours

D. Suter

The New Testament is made up of twenty-seven books and letters and its writing spans a period of over a century. This body of literature will be surveyed and some of the problems raised by its diversity considered. The background of the literature, including the Greek and Jewish heritages, will be an important basis for examination. Two problems will receive detailed attention: the quest for the historical Jesus and the reconstruction of early Christianity.

BIBLIOGRAPHY: Bornkamm, Gunther, *The New Testament: A Guide to Its Writings*; *The New Oxford Annotated Bible (RSV)*—with Apocrypha; Foerster, Werner, *From the Exile to Christ: A Historical Introduction to Palestinian Judaism*

REQUIREMENT FILLED: General University Core

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

MAXIMUM ENROLLMENT: 45

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

580251 Religion 251

INTRODUCTION TO THEOLOGY

4 semester hours

C. Voisin

Theology is the study of "God-language." Christian theology is the study of God as revealed in the person and work of Jesus Christ and reflected on by the Church. Basic questions of Christian theology will be considered through Biblical, historical, and contemporary resources. Among these questions are:

- 1) What is meant by the word "God"?
- 2) Who is Jesus Christ?
- 3) What does he reveal?
- 4) What is the essence of the Holy Spirit?
- 5) What is faith?

Paul Tillich, a modern German-American theologian, will serve as an important source of understanding.

BIBLIOGRAPHY: Tillich, Paul, *The Shaking of the Foundations*; Tillich, Paul, *Dynamics of Faith*; Tillich, Paul, *Systematic Theology, Volume I*; Micks, Marianne, *Introduction to Theology*; Cobb, John, *God and the World*

REQUIREMENT FILLED: General University Core

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

MAXIMUM ENROLLMENT: 45

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

598307 English/Religion 307

LIVING IN GOD'S SILENCE: THE FILMS OF BERGMAN

(See interdepartmental listings)

580314 Religion 314

THE CHRISTIAN COMMUNITY: PEACE AND JUSTICE

(See off-campus listings)

580341 Religion 341

OLD TESTAMENT STUDIES: THE LANDS OF THE BIBLE

(See off-campus listings)

580490 Religion 490

SEMINAR: LITERATURE AND THEOLOGY

4 semester hours

E. Eklund, P. Reigstad

Religion interacts with the culture(s) in which it lives. On the one hand, theology attempts to illuminate its culture by the affirmation and self-disclosures of the divine will which have been transmitted through history. On the other hand, other aspects of that culture inevitably shape the insights and thought forms of theology. Literature is one of the most influential of these shaping forces. Its artists may well be called the "outriggers of faith." The purpose of this course is to heighten the awareness of the relationship between literature and theology. This, in turn, may hopefully contribute to varieties of personal enrichment for members of the class. Literary artists to be studied include Dante, Goethe, Shakespeare, Milton, Dostoevski, Kafka, Melville, Mann, Eliot, Faulkner, Malamud, and O'Connor. Basic emphasis will be centered on such themes as estrangement and reconciliation, the demonic and the saintly, life as journey or stalemate, and despair and hope. Students will be required to read works from these writers and to present papers which will be discussed by the class.

BIBLIOGRAPHY: Gardner, Helen, *Religion and Literature*; Gunn, Giles B., *Literature and Religion*; Scott, Nathan A., (ed.), *Adversity and Grace*; and *The Broken Center*; Trilling, Lionel, *The Experience of Literature*

REQUIREMENT FILLED: General University Core

RESTRICTIONS OR PREREQUISITES: Open to juniors and seniors only

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: 10:30 a.m.-12:30 p.m. daily, HA-217



584315 Social Work 315

PROMOTING FAMILY AND CHILD WELFARE: HELPING TROUBLED FAMILIES AND CHILDREN

4 semester hours

T. Payne

This course will examine the conditions that promote processes of conflict, abuse, and neglect in families. Students will acquire skills in the assessment of factors that shape effective and ineffective functioning. Assessment will focus on family strengths rather than pathologies. Students will learn how to develop a contract or service plan which shapes interventions and successively approximates more appropriate levels of functioning.

Skills in behavioral contracting, negotiation, and conflict resolution will be acquired. Students will utilize actual "case examples" in simulated role play and problem solving exercises. Skill proficiency will be reinforced by audio and videotape productions.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 1:00-4:20 p.m. daily, HA-215

586301 Sociology 301

THE PERSISTENCE OF POVERTY: A MULTIDISCIPLINARY VIEW

4 semester hours

J. Schiller (assisted by A. Biblarz, S. Brue, W. Pilgrim, W. Spencer, R. Stivers)

This class is an examination of poverty in the United States and six other countries of the world. The nature and extent of poverty, factors influencing poverty, effects of poverty upon society and families, economic principles related to income distribution, political processes and policies influencing poverty, ethical issues related to distribution of resources, and biblical perspectives on poverty will be addressed. Some time will also be spent examining approaches to poverty in the Soviet Union, China, Tanzania, Sweden, Israel and England. Some practical solutions to poverty and problems associated with poverty will be developed by course participants. Students will choose a specific aspect of poverty for a more detailed analysis. Special effort will be made to have students relate the various perspectives of the disciplines represented in the course to the policies and programs of the Reagan administration. Course content will be based on the book written by the faculty participating in the class. Students will be evaluated on the basis of a paper and an exam.

BIBLIOGRAPHY: Schiller, Johannes A. (ed.), *The Persistence of Poverty*. Each student will be expected to read one other book from a group of six other books

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, X-203

586303 Sociology 303

CRIME IN THE SUITES: THE STORY BEHIND THE FORD PINTO

4 semester hours

B. Thompson

The goal of the course is to provide some understanding of the complex individual, organizational, and structural factors related to "crime in the suites" through an intensive study of the Ford Pinto case. Students are expected to study the data, read assigned articles, and develop an individual interpretation of the Ford "crime."

Investigative journalists brought to public attention the deficiencies of the Ford Pinto fuel system and the tragic results when Pintos were rear-ended. In addition, an Indiana prosecutor brought criminal charges against Ford for reckless homicide in the deaths of three young women who were burned to death when their Pinto was rear-ended. The information that reached the public, however, was incomplete. In this course, we will examine the story behind the Ford Pinto. Pertinent questions to be addressed include (but are not limited to) the following:

Did Ford know about the danger of the Pinto?

Did Ford put profit over safety?

Did Ford manipulate evidence at the criminal trial?

Did Ford influence the National Highway Traffic Safety Administration to keep rear-end standards from becoming effective?

Students will have an opportunity to dig into data related to the Pinto affair. Documents from Ford, NHTSA, and the transcripts from civil trials and the criminal trial will be available.

Students will spend the majority of their time examining and trying to understand the data. In addition, class will meet twice a week for three hours. During this time, background information will be given, questions will be answered, and group problems will be aired. Course evaluation will be based on group participation, a short written paper, and a presentation (in

which students present their own ideas for discussion by the group).

BIBLIOGRAPHY: Selected articles on reserve

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 40

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

598305 Education/Sociology/ Psychology 305

LEADERSHIP: A GUIDE TO BEING A STAR . . . OR . . . THEORY AND PRACTICE OF LEADERSHIP AND GROUP BEHAVIOR

(See interdepartmental listings)

586306 Sociology 306

COMPUTER APPLICATION IN THE BEHAVIORAL SCIENCES

4 semester hours

D. McBride

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

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

BIBLIOGRAPHY: Nie et al., *Statistical Package for the Social Sciences*; Zeller and Carmines, *Statistical Analysis of Social Data*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: A basic course in statistics is recommended but not required

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-3:45 p.m. daily, X-204



586307 Sociology 307

**OTHER REALITIES: AN
EXPLORATION OF THE
CONSCIOUSNESS MOVEMENT**

4 semester hours

D. Oberholtzer

Critics call it the rebirth of the bizarre. Disciples claim it the return of wholeness. But, regardless of the many conflicting verdicts, the unusual, even the miraculous, fills bookshelves and conversations from New York to San Francisco. Some talk of an evolutionary leap forward, others of a spiritual revival, and still others of a "brain revolution" — while the less enthusiastic shake their heads in disbelief. The subject is consciousness, altered consciousness, and the array of topics associated with The Consciousness Movement: dreams, extrasensory perception, alpha-thinking, psychic healing, mystical experience, life-after-life accounts, intuition, holistic health, and, in general, the "insearch" that the meditation movement represents. For the obedient Westerner, much will be uncommon, a rare combination of alternate realities and novel explanations. Our map, however, will be partial because the field is so vast. But we will attempt to separate the serious from the silly, to walk gingerly through the sometimes falsely advertised "mind field," and to mix a proper measure of caution with the necessary amount of enthusiasm. Our purpose, too, will be to assess the impact of the consciousness movement upon our materialistic culture. Lecture presentations will be interwoven with in-class experimentation, small group discussion, outside speakers, and a marvelous collection of provocative films. You will look closely at three or four books and write a personal journal which will connect your reading, your personal experience during the Interim, and your wider life history. And let a thousand flowers bloom.

BIBLIOGRAPHY: Berkeley Holistic Health Center, *The Holistic Health Handbook*; Faraday, Ann, *The Dream Game*; LeShan, Lawrence, *How to Meditate*; Mishlove, Jeffrey, *The Roots of Consciousness*; Morris, Freda, *Self-Hypnosis in Two Days*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:00-9:00 p.m. Friday and 9:00 a.m.-12:00 noon Saturday, HA-117 **NOTE:** This class begins Friday, January 8, and ends Saturday, January 30.

586310 Sociology 310

**RACISM IN AMERICAN LIFE:
A COMPARATIVE APPROACH**

4 semester hours

E. Dumor

Many varying factors can affect race relations. They include historical development, economic and physical conditions, and long established institutional structures and practices. The harmful effects of racism not only on American society but the relations among nations are immense.

Although the significance of racism in American life and elsewhere has received dramatic and widely publicized emphasis, and therefore widened our awareness, we are yet to find practical and effective solutions to the problem of racism.

This course is, therefore, designed to examine in a comparative way some of the varying factors that condition race relations and explore the strategies adopted to improve intergroup relations within the U.S. and elsewhere, particularly Southern Africa.

Topics to be covered in the course include the following: Race Theories; Race Relations in America — The Changing Conditions of Minorities; the Political Economy of Racism in America — Race, Class and Poverty; Race Relations in the Non-Western World — Theory and Practice; Apartheid — Continuities and Discontinuities in Race Relations in Southern Africa; Comparative Strategies for Dealing with Racism in the U.S. and Southern Africa.

BIBLIOGRAPHY: McLemore, *Racial and Ethnic Relations in America*; UNESCO, *Racism and Apartheid in Southern Africa*

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 50

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

586311 Sociology and Anthropology 311

**INTRODUCTION TO ANALYSIS:
SPECULATION AND MODEL
BUILDING IN SOCIAL SCIENCE**

4 semester hours

P. Harris

Learn how to make investments, spread a rumor, select a mate, improve college teaching, conduct Cold War diplomacy, train your dog, train your friends, plan the national defense, barter, prevent crime, choose a job, and create interracial peace. Learn whether to vote, whether to date or do homework, and whether to market a new product. Find out why marriage reduces affection, why the best wine is exported, why parents' preferences for boys mean more girls will be born, and why what's good for the goose is bad for the gaggle.

This is a first course in the creative art of social science model-building. The goal is to enable students to engage in imaginative social scientific thinking. Class members will learn how to use formal models to predict, explain and control social behavior. Models of individual and collective choice, exchange, adaptation and diffusion will be described, and will be applied to everyday and not-so-everyday behavior. Students will be encouraged to invent new models and to find new implications of old ones. The course will have a quantitative emphasis, but no mathematics beyond high school algebra will be required. Previous exposure to social science is also not required.

Assignments will consist of daily exercises, on which grades will be based.

BIBLIOGRAPHY: Lave, C.A. and J.C. March, *An Introduction to Models in the Social Science*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

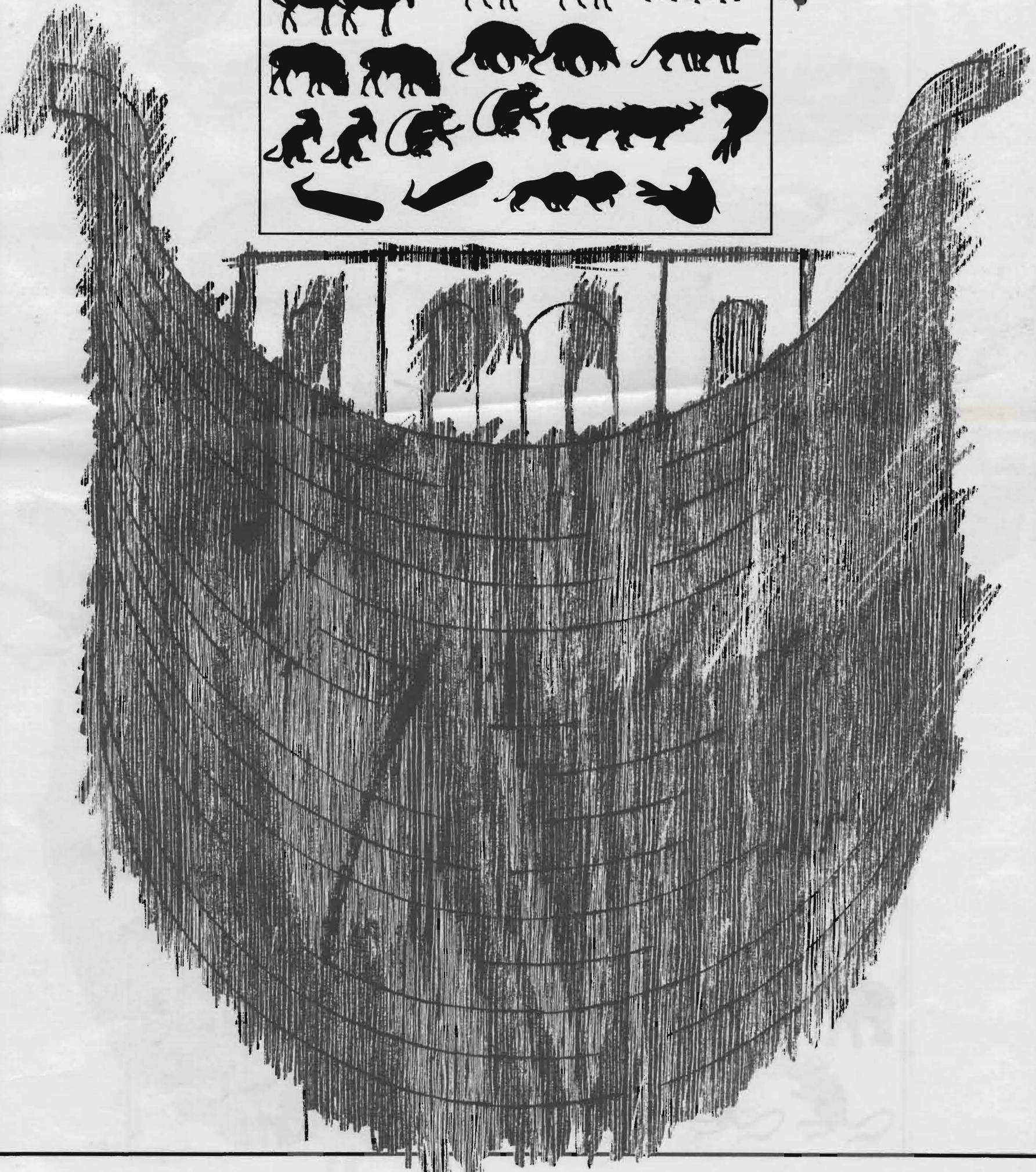
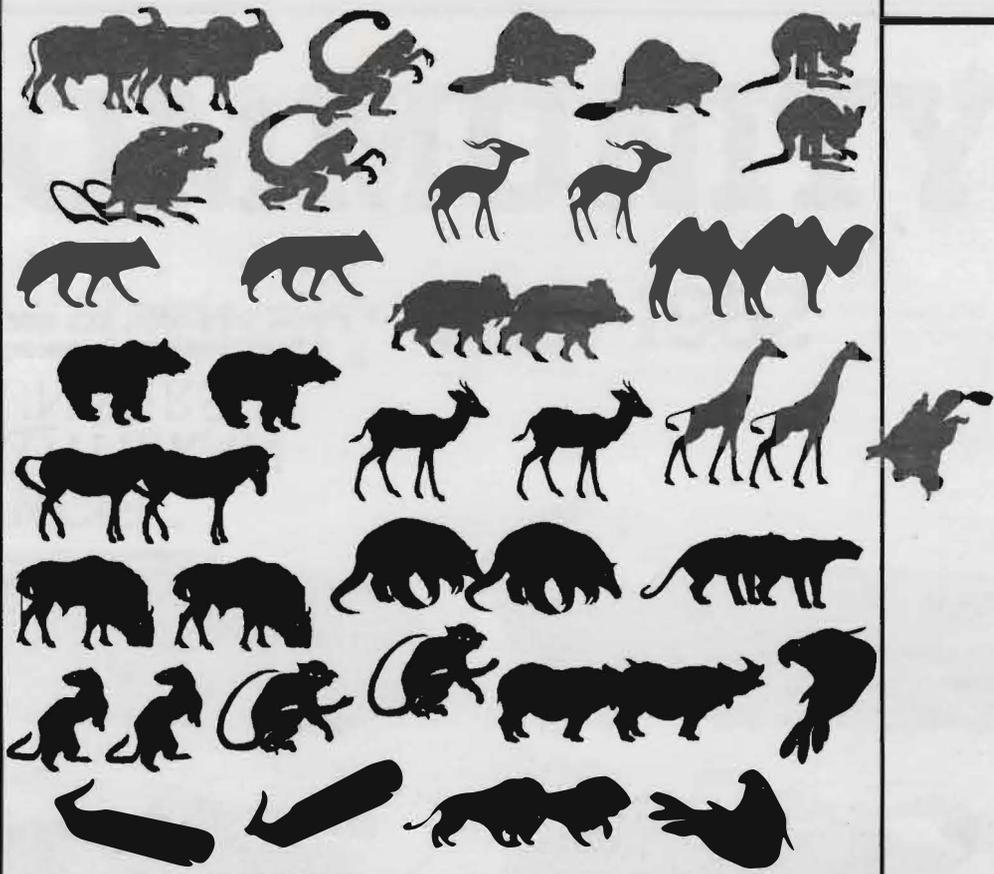
MAXIMUM ENROLLMENT: 30

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



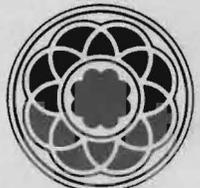
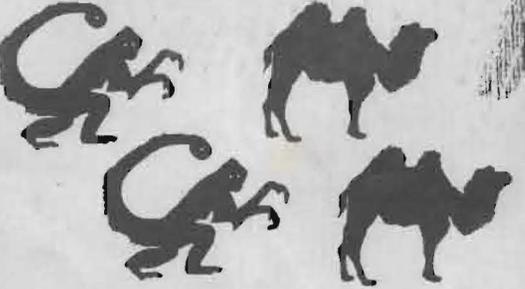
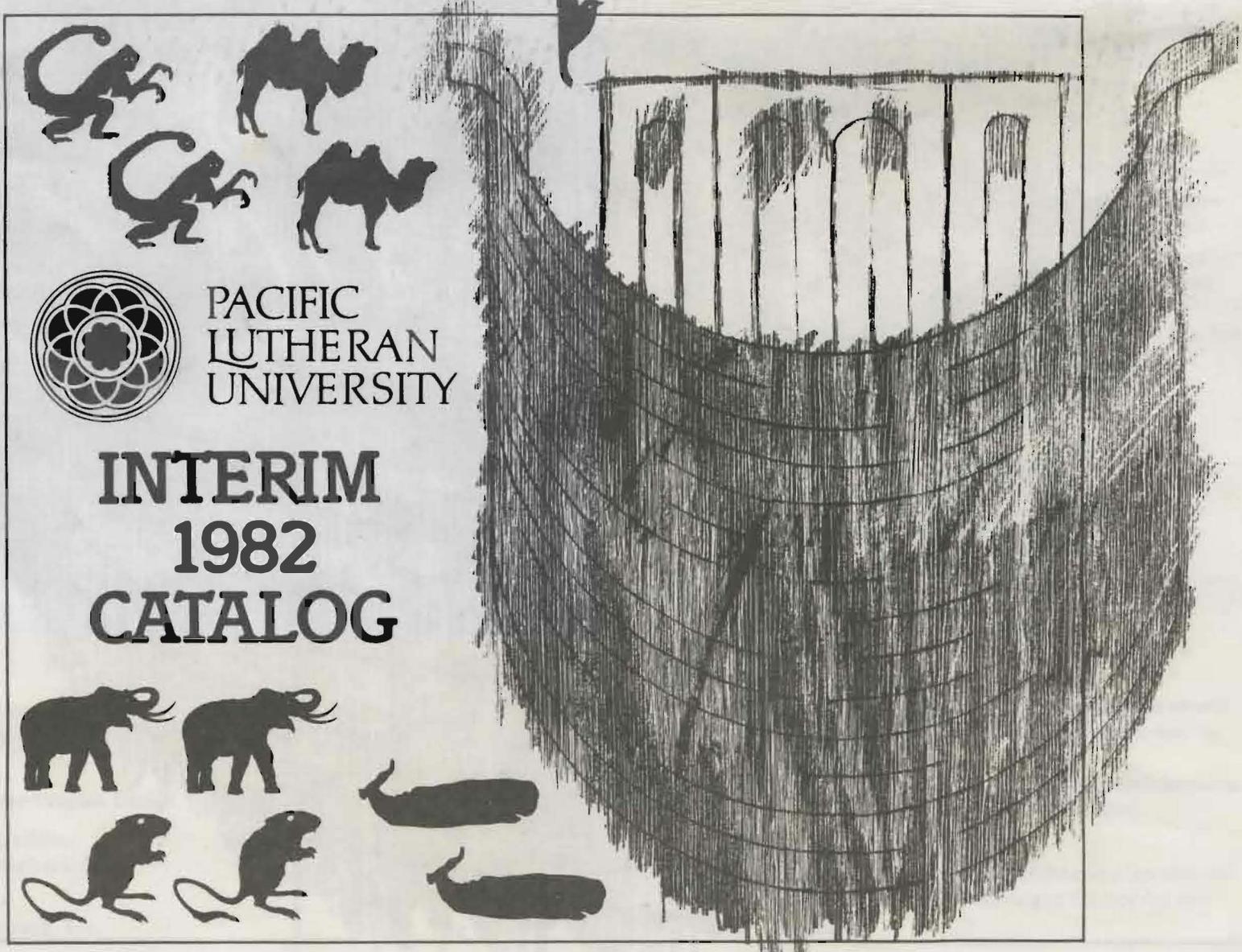
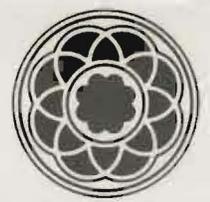


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