



Pacific Lutheran University

# INTERIM 1978

January 3-27, 1978

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Flights of the

*Imagination*



**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.

## **THERE'S MORE TO COME!**

The Supplement to the Interim Catalog, describing additional courses, will be available in mid-fall. Watch for it!

Address Inquiries About Interim to:  
Ms. Sue K. Clarke  
Interim Coordinator  
Pacific Lutheran University  
Tacoma, Washington 98447

### **THE INTERIM COMMITTEE**

Marie Churney, Chairman  
Assistant Professor of Education

Carol Auping  
Assistant Professor of Physical Education

Jesse Nolph  
Associate Professor of Psychology

Roger Sundberg  
Assistant Professor of Modern and  
Classical Languages

Janice Marshall Johnson, Student  
Biology

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History

Bruce Tempel, Student  
Biology (term began June, 1977)

Sue Clarke  
Interim Coordinator and  
Administrative Assistant to the Provost

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 prior to their effective date.





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*Flights of the*

# *Imagination*

*... it is only through imagination that  
men become aware of what the world  
might be.*

Bertrand Russell





# GENERAL INFORMATION

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## 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 a limited number of courses are offered to meet the core requirement. These courses have numbers *outside* the 300-320 bracket, are identified in the course descriptions, and will *not* meet the Interim requirement. By the same token, a 300-320 Interim course may *not* meet the core requirement. Courses to meet the core requirement will be graded in the manner of regular courses.

**AJOR 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 chairman, 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.

## SOME IMPORTANT DETAILS

### CREDIT

Each course offers 4 semester hours credit unless otherwise stated.

### COURSE LOAD

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 Provost 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 — the registration will not be recorded. (H and P do not affect 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.

## SPECIAL STUDY OPTIONS

### 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 and available in the Registrar's Office. The proposal must then be approved by a supervising instructor and by the chairman or director of the instructor's department or school. The student is responsible for submitting the proposal, with the instructor's and chairman'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 Registrar'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 (within the Registrar's Office). Requests for application to participate in an exchange on another campus should be directed to the same office prior to November 15. There is a \$5.00 non-refundable 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 charged all PLU students participating in an exchange (\$368.00). Board and room fees will be paid at the host institution according to its fee schedule.

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

In the past years the following institutions have cooperated with PLU in exchange opportunities. *Many other schools would be willing to do so upon request.* Check the special files in the Registrar's Office to look at catalogs and brochures. Applications are available and should be filed with the Interim Coordinator in the same office.

Augsburg College, Minneapolis, MN  
 Augustana College, Sioux Falls, SD  
 Austin College, Sherman, TX  
 Bethel College, St. Paul, MN  
 California Lutheran College, Thousand Oaks, CA  
 Calvin College, Grand Rapids, MI  
 Capital University, Columbus, OH  
 Dana College, Blair, NE  
 Denison University, Granville, OH  
 Fort Wright College, Spokane, WA  
 Gustavus Adolphus College, St. Peter, MN  
 Hamline University, St. Paul, MN  
 Hastings College, Hastings, NE  
 Luther College, Decorah, IA  
 Macalester College, St. Paul, MN  
 St. Olaf College, Northfield, MN  
 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 March 15.

For forms and further information, please see the Interim Coordinator, Registrar's Office.

# REGISTRATION AND EXPENSES

## REGISTRATION DATES

October 24-26 ..... Students with 80 or more hours  
 October 27,28,31 ... Students with 48 or more hours  
 November 1-8 ..... Students with 47 hours or less  
 November 9-11 ..... Registration and Changes  
 January 3-5 ..... Registration and Changes  
 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. In addition, 10 percent of the cost of the course must be paid to hold a place in the class and must in any case be paid at the time of registration. Final payment must be made by December 1.

## REGULAR FEES

Tuition — \$92.00 per semester hour.	
4 semester hours .....	\$368.00
Audit .....	50.00
Board .....	85.00
(Students required by their academic coursework to be off campus for more than a week at a time will receive financial consideration for meals missed.)	
Room .....	60.00
(Charged only to students who do not reside on campus during fall semester)	
Change of registration fee .....	5.00

## SPECIAL FEES

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

## TUITION REFUND RATES

100% refund ..... January 3-5  
 No refund ..... After January 5  
 During the 100% refund period, a \$5.00 fee will be charged for any change that does not increase the credit hour load.

The audit fee is non-refundable. An add-drop fee will not be charged for withdrawing from a course being audited.

## 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 (men and women) enrolling in ski class, ski club, extramural, or other club sports.



## ACTIVITIES AND EVENTS DURING JANUARY

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

### "FACETS OF THE IMAGINATION"

This will be a series of lecture-demonstrations and concerts during the month involving a wide range of guest artists and scholars involved in such reaches of the imagination as photography, art, music, mime, dance, genetic engineering problems, Bigfoot research, solar energy systems, and environmental concerns. Watch for detailed information in the late fall.

### 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 talents or would like to make a special request for the scheduling of an event during Interim, please contact the Interim Coordinator (in the Registrar's Office).

### 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. 403). 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 2 (Monday) at 7:30 p.m. in the Cave 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. Perhaps there will be a dance following.

### 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 Ministers or special guests.

University Chapel meets during Interim from 8:30 to 9:00 a.m. on Tuesdays and Thursdays in Chris Knutzen Hall East (University Center). Stop in between breakfast and class!



# LISTING OF COURSE TITLES

**NOTE:** Letters following the course titles indicate the requirement filled.

I — Interim Requirement

CR — Core Requirement

O — Other Requirements (check course description for explanation)

## ART

Crafts Workshop, I

The Golden Door: American Art 1865-1914, I

Life Sculpture, I

Imagery and Symbolism, CR

## BIOLOGY

Science and Politics: The Control of Technology, I

Curating Biological Museums, I

Introductory Microtechnique, I

Natural History of Puget Sound, I

Self-Regulation and Biofeedback, I

Coral Island Biology, Geology, I

## BUSINESS ADMINISTRATION

Managers at Work, I

Financial Management for the Health Care

Administrator, I

Business-Government Relations Workshop, I (see

Supplement to the Interim Catalog)

Honors Seminar in Business Policy, O

Seminar on Contemporary Issues in Management, O

## CHEMISTRY

Business and the Environment, I

The World of Electronics Technology, I

Polymers and Biopolymers, I

On Becoming Human, I

## COMMUNICATION ARTS

Individualism and Human Values in the Business

Community as Portrayed on Film, I

Nonverbal Communication: I See What You Are

Saying, I

The Art of Mime, I (*tentative listing*)

The Art of Mime II, I (*tentative listing*)

Television Scenery and Graphics Design and

Construction, I

## EARTH SCIENCES

Mineralogy, O

Coral Island Biology, Geology, I

## ECONOMICS

Principles of Economics, CR

A Sampling of Asset Purchases: An Economic Perspective, I

Small, Is It Beautiful?, I (see Supplement to the Interim Catalog)

## EDUCATION

Independent Study (experiences in local and non-local school districts and non-school library-oriented studies), I

## ENGLISH

College English — Section A, CR

College English — Section B, CR

Poetry and the Mystical Experience, I

Reflective Reading: Faulkner's *Absalom, Absalom!*, I

Growing Up in the Novel, I

Woman As Writer: The Female Imagination, I

The Interpretation of Fairy Tales, I

European Music, Drama, Cultural Tour, I

World of the Book, I

Thou Mayest (Or Freedom of the Will), CR

## HISTORY

Holocaust: The Destruction of the European Jews, I

Japan, Past and Present: A Cultural and Historical

Excursion, I

The Pictured Word: Emblems, Coats-of-Arms, Devices,

Masques, I

## MATHEMATICS

Financial Mathematics, I

Mathematical Puzzles and Paradoxes, I

Computers and Society, I

## MODERN AND CLASSICAL LANGUAGES

Nordic Roots: The Source and Value of a Heritage, I

Introduction to Spoken German, I

The Pictured Word: Emblems, Coats-of-Arms, Devices, Masques, I

Scandinavian Literature in Film, I

## MUSIC

The Musical Experience, I

Beginners Band, I

European Music, Drama, Cultural Tour, I

Intensive Performance, I



*... all youth lives much in reverie;  
thereby the stronger minds anticipate  
and rehearse themselves for life in a  
thousand imaginations.*

H.G. Wells



## **NURSING**

Health Care in the Criminal Justice System, I  
Children and Health Care Experiences, I  
Surgical Intervention, I  
Transcultural Awareness: An Experiential Workshop in  
Hawaii, I

## **PHILOSOPHY**

Morality and the Profit Motive — The Dilemmas of Social  
Responsibility in a Business-Oriented Society, I  
Nordic Roots: The Source and Value of a Heritage, I

## **PHYSICAL EDUCATION**

Activity Courses: Intermediate and Advanced Golf, CR  
Bowling, CR  
Skiing, CR  
Slinnastics, CR  
Advanced Badminton, CR  
Co-Ed Volleyball, CR  
Skin and Scuba Diving, CR  
Square Dancing, CR  
The Kingdome, Power, and the Glory, I  
Leadership for Outdoor Ministries, I  
Cardiovascular Fitness — Assessment and  
Prescription, I  
Sports Motivation, I (see Supplement to the Interim  
Catalog)  
Orientation to Hospital Rehabilitation, I  
Dance Choreography, I (see Supplement to the Interim  
Catalog)  
Intro to Intra: Why, What, When, and Where of  
Intramural Sports, I  
Professional Recreation Opportunities, I  
Coaching Theory of Volleyball, I  
Corrective Therapy Internship, O

## **POLITICAL SCIENCE**

Thoreau and First Amendment Freedoms, I (see  
Supplement to the Interim Catalog)  
Science and Politics: The Control of Technology, I  
Internship in the Legislative Process, O

## **PSYCHOLOGY**

Psychology and the Law, I  
Self-Regulation and Biofeedback, I

## **RELIGION**

The Book of Genesis, I  
The Land of the Bible, CR  
The Unfinished Reformation: 16th Century Division and  
20th Century Reunion, CR  
Major Christian and Other Religious Thinkers: The Life  
and Thought of Paul Tillich, CR

## **SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WELFARE**

The Corporation and Social Responsibility, I  
The Human Services, I  
Does Ethnicity Have a Future?, I  
Liberated Life Styles, I  
Sociology of Ethnic Humor, I  
Field Experience, O



## LIBRARY HOURS

Monday thru Thursday ..... 8 a.m.—11 p.m.  
 Friday thru Saturday ..... 8 a.m.—9 p.m.  
 Sunday ..... 1—11 p.m.

## 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 FULL-TIME TO MEET AS THE INSTRUCTOR AND THE COURSE REQUIRE.**

IN MOST CASES CLASSES WILL MEET DAILY.

## BUILDING SYMBOLS

A ..... Hauge Administration Building  
 E ..... Eastvold  
 G ..... Memorial Gymnasium  
 H ..... Harstad Hall  
 I ..... Ivy Hall  
 IN ..... Ingram Hall  
 L ..... Library  
 O ..... Olson Auditorium  
 R ..... Ramstad Hall  
 X ..... Xavier Hall

## LISTING OF COURSES

Please note that the courses are grouped according to the following headings: Off-Campus Studies, Interdepartmental Studies, and Departmental Studies.





5050 Biology/Earth Sciences 318

## **CORAL ISLAND BIOLOGY, GEOLOGY**

E. Lindgren (UPS)

B. Lowes

Camp Pecusa on Maui Island, Hawaii, is the site.

Geological studies will stress such features as the form of the volcanoes, lava types, derivation of the molten rock from the earth's mantle at depths approaching forty miles; trips such as the hike through Haleakala are calculated to acquaint participants with some of these ideas. With good fortune, the current activity in the Mauna Una fire pit of Kilauea, on Hawaii itself, will continue and provide spectacular demonstrations of the eruptive processes at work. The erosive features of the islands, particularly the rapid development of valleys under moist, tropical climatic conditions at lower elevations, will also be studied. Geological considerations may also contribute background for studies of coral reef development.

Biological studies will begin on the expanded coral reefs that fringe the sandy beach at Camp Pecusa. Snorkeling on this reef among a wide variety of multi-colored corals will constitute much of the class and individual study. Class travel will take students to more complex reefs where scuba or snorkeling will reward students with breath-taking sights of the underwater world. Class studies will cover reef zonation and the biological function of the reef, as well as oceanographic conditions involved, coral communities and coral-related plants and animals. While lectures, speakers, a camp "laboratory" with running seawater aquaria and a modest library will provide learning resources, it is expected that students will work on a wide variety of independent projects to enable them to spend time exploring the warm water reefs or other island features.

Evaluation will include Biology and Geology assignments. Students are also expected to share in various camp maintenance activities (excluding cooking).

Time-Table is, tentatively, one week on the island of Hawaii, three weeks at Camp Pecusa, Maui (January 3 to January 31).

**REQUIREMENT(S) FILLED:** Interim

**PREREQUISITES:** Adequate swimming ability

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** \$650; includes travel, island hopping, room and board, hotel and other costs enroute, and boat charter

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 25

5074 English/Music 310

## **EUROPEAN MUSIC, DRAMA CULTURAL TOUR**

C. Knapp

R. Klopsch

The central focus of this tour will be to better appreciate the value of European art and history at three great centers of culture: London, Paris, and Rome. A special emphasis will be on the music, drama and art of these capitals of western civilization. Attendance at concerts, ballets, plays, visits to museums and historical sites should bring alive the greatness of our heritage.

In addition to the experiences in London, Paris and Rome, travel from Paris to Rome will include stays in Geneva, Milan, Florence, thus making it possible to enjoy the enrichment of museums and art work in those places. Coach travel in England, France, Switzerland and Italy will give some exciting views of magnificent scenery. Some particular places visited will probably include the following: London — Westminster Abbey, British Museum, National Theatre, National Gallery, National Portrait Gallery, Tate Gallery, Victoria and Albert Museum, Albert Hall, Sadlers-Wells Opera House; Paris — Louvre, National Opera, Notre Dame, Museum of Modern Art; Florence — Uffizi Gallery, Cathedral Santa Maria del Fiore, Baptistery; Milan — La Scala; Rome — Colosseum, The Forum, Sistine Chapel, St. Peters, Vatican Museum and Gallery.

Students will prepare for the tour by research study of places to be visited. A journal will be kept during the tour which will be shared with other students at post tour meetings.

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** \$1225 for 22 days, excluding lunches, individual purchases, some activities

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 40



1908 History 310  
**JAPAN, PAST AND PRESENT:  
 A CULTURAL AND  
 HISTORICAL EXCURSION**

P. Ingram  
 M. Rozanski

Since 1853, when Commodore Perry's "black ships" steamed into Tokyo, relations between Japan and the U.S. have alternated between friendship and hostility with profound consequences. The magnitude of the impact which each country has exerted on the other's history is matched only by the depth of our ignorance of this most powerful of our non-European allies. What is Japan? Has it become a Western society, or does it remain "Oriental" beneath the surface? Which are more characteristic: Zen Buddhism, delicate tea ceremonies and flower arrangements or big business and polluted industrial Tokyo?

This course will offer participants some insights into these questions by the twin approach of studying Japan through films and discussions in the classroom at PLU (one week) and through a tour of Japan providing firsthand exposure to Japanese life, both modern and traditional (over two weeks).

Classroom study will focus on the sometimes enigmatic and paradoxical nature of Japan's cultural and historical tradition which adopted, adapted and attempted to harmonize such diverse influences as China and the West, Confucianism, Taoism, Buddhism, German idealism, Western science and technology and indigenous Shinto.

The tour will include varied experiences, introducing the participant to the multiple aspects of Japan, her people, her culture and her landscape. Students will encounter her ancient past through temples, shrines, castles and an ancient village which has been maintained in the traditional fashion. With the special permission of Japanese authorities, tour participants, in groups of 4, will be able to visit the Imperial Gardens and Tea House in the ancient capital of Kyoto. A visit to a Zen temple is scheduled where a lecture will be given and participants will have an opportunity to experience Zen meditation. Modern Japan will be observed through visits to bustling commercial centers, craftshops, and the Sony factory. Attempts have been made to stay in Japanese Inns (Ryokan) to acquire a touch of Japanese living.

Each participant will be required to submit an essay on some topic relevant to this excursion into Japan's past and present.  
**BIBLIOGRAPHY:** *Japan: The Story of a Nation; Japanese Culture*

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** Approximately \$1100 excluding lunches and special items

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 9:00 a.m. - 11:00 a.m., January 2-10, X-203

5082 Modern Languages/  
 Philosophy 311

**NORDIC ROOTS: THE SOURCE  
 AND VALUE OF A HERITAGE**

G. Myrbo

A study tour that will provide an intimate acquaintance with the Scandinavian heritage at its source. The tour will focus on Norway, but will also explore the heritage of Sweden and Denmark. There will be visits to outstanding tourist attractions, but also to more ordinary and more reliable indicators of the character of Scandinavian life, both past and present. There will be visits, that is, to Vigelandsanlegget, Grieg's "Trollhaugen," the exquisite Nidaros cathedral and the Little Mermaid in Copenhagen; but also to the "old city" in Oslo, Nansenskolen "folk-college," the Emigrant Institute in Vaxjo, and perhaps even the Ekofisk complex in the North Sea. The point of the tour will not merely be to see different places, but to try to find an answer to the question "what is the notion of a 'heritage' — or 'roots' — anyway, and why should one think it important?" Does a sense of heritage — any heritage — make a difference to how one behaves, individually and collectively, in today's world? Is there more to it than making lutefisk and lefse, — or haggis, kimchi or grits? In seeking an answer to this question, we shall also explore the nature of the differences between the sense of heritage that descendants of immigrants to a new land will have as compared to those who remained in the "old country." There inevitably are such differences, it seems, in the case of all ethnic minorities, whether they are Scots or Chinese, French or African. The course, therefore, will be of interest not only to those who want to explore their own Scandinavian roots, but to anyone who is interested in the general value and importance of a heritage, and what it means to have an ethnic identity.

In addition to the several lectures and presentations, there will be reading assignments that will also be the basis for group discussions. The student will be asked to keep a written journal that will be turned in and evaluated at the end of the course. The tour leaves Sea-Tac on January 3, and returns on January 27. The cost, which includes transportation, lodging and two meals a day, is \$1175 plus tuition.

**BIBLIOGRAPHY:** Connery, Donald, *The Scandinavians*; Moberg, Vilhelm, *The Emigrants*; Rolvaag, Ole, *Giants in the Earth*; Scott, Franklin, *Scandinavia*

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** \$1175 if paid by November 11; includes transportation, lodging and two meals a day (Airfare will be somewhat higher if paid after November 11)

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 25



2724 Nursing 314  
**TRANSCULTURAL  
 AWARENESS: AN  
 EXPERIENTIAL WORKSHOP  
 IN HAWAII**

B. Carter  
 J. Myrabo

Hawaii is a national geographic location for multi-ethnic group study. The islands are populated primarily by Asian, Caucasian, and Polynesian people. It is believed that consciousness raising in the area of cultural diversity enriches the personal and professional life of the student.

The purpose of the course is to expand cultural awareness by reviewing pertinent ethnic literature, and providing experiential contact with island inhabitants. By residing in the community, students will more fully explore the island and people of Oahu. The course will emphasize historical development and cultural diversity. Specific objectives are to: 1) Describe historical development of multi-ethnic island culture, and 2) Identify socio-cultural differences of ethnic groups.

Activities include group discussion, seminars, and field experiences. Students will meet islanders of several ethnic groups in a variety of settings. Two weeks will be spent conducting field work. During this time, students will focus on specific socio-cultural characteristics. A 5-page paper is due at the end of field experience. Learning activities will be available 3-4 mornings a week. Readings appropriate to subject matter and field work are required. Instructors will provide direction and assistance throughout. Students will be evaluated according to seminar participation, presentation, and field work.

**BIBLIOGRAPHY:** Michener, J., *Hawaii*; Spradley and McCurdy, *The Cultural Experience, Ethnography in Complex Society*; Drell, K., ed., *Hawaii, A Guide to All The Islands*

**REQUIREMENT(S) FILLED:** Interim

**RESTRICTIONS:** It is expected that participants be serious, appreciative students, 18 years of age or older

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** Estimated \$500-600

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 20

3908 Religion 347  
**THE LAND OF THE BIBLE**

J. Petersen

A study of the historical and geographical context of the Bible and the background of the early development of Judaism and Christianity.

The course will include 3-4 days of on-campus briefing and preparation for the 19-day study tour to Israel, the West Bank and Golan Heights. While on campus the group will study the historical geography of the holy land. Special attention will be given to sites that exemplify important events and periods in history and which will be visited in the land. This pre-tour study will provide an overall interpretive framework for the travel and study in the land.

The tour in the land will include visits to archeological digs, historical sites, religious shrines, ancient towns and villages and modern cities. There will be an emphasis on the role of the land: its produce, terrain, climate, and overall significance for Biblical events and later history, all of which so greatly influenced the world religions of the West.

**BIBLIOGRAPHY:** Required — Michener, *The Source*; Smith, *The Historical Geography of the Holy Land*; Recommended — Aharoni, *The Land of the Bible*; Baly, *The Geography of the Bible*; Orni and Ephrat, *Geography of Israel*; Wright, *Biblical Archeology*

**REQUIREMENT(S) FILLED:** General University Core Requirement

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

**COST IN ADDITION TO TUITION:** \$1520, including round trip for Seattle-Tel Aviv air fare, complete local accommodations and guiding, and entrance fees (fare open to revision due to consideration of possible 15% increase on all foreign travel)

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 30



3916 Religion 375

**THE UNFINISHED  
REFORMATION: 16th  
CENTURY DIVISION AND  
20th CENTURY REUNION**

K.E. Christopherson

E. Eklund

The Reformation is generally regarded as a divisive movement. Some scholars, however, show quite persuasively that it also has within it unitive power that is contributing to the present century's ecumenical currents. It is this aspect of the Reformation that will also be emphasized in the endeavor to achieve a more complete and fairer picture of the historical movement known as the Reformation. Before the European part of the course is undertaken, the class will be assigned readings related to the subject. Also, each student will be responsible for an hour presentation on a topic to be given at the most appropriate point on the tour. For example, one student would be responsible for enlightening the class on Huldreich Zwingli when we visit the Grossmunster Cathedral in Zurich where this reformer did so much of his important work, or for a presentation on the Indulgence Controversy when we visit Wittenberg's Castle Church where Luther nailed up the Ninety-five Theses. The cities of Geneva and Zurich in Switzerland, Strassbourg in France and Ulm, Augsburg, Worms, Eisenach, the Wartburg, Erfurt, Eisleben, Wittenberg, and Berlin in West and East Germany will make up the itinerary. Each of these places is of importance in the Reformation and/or the ecumenical movement.

**BIBLIOGRAPHY:** Bainton, Roland, *The Reformation of the Sixteenth Century*; Brown, R. McAfee, *The Ecumenical Revolution*; Dickens, A.G., *Reformation and Society in Sixteenth-Century Europe*; Elton, G.R., *Reformation Europe 1517-1559*; Macquarrie, J., *Christian Unity and Christian Diversity*; Tavard, G., *Two Centuries of Ecumenism: The Search for Unity*; some of the above will be selected as class texts

**REQUIREMENT(S) FILLED:** General University Core Requirement

**GRADING SYSTEM:** A, B, C, D, E; may be taken Pass/Fail, if not to fulfill General University Core Requirement

**COST IN ADDITION TO TUITION:** Estimated \$1450 if paid by October 31, includes round trip air fare Seattle to Europe, tour admission fees. Passports, noon lunches, and personal needs not included in tour cost. Those wishing to join the tour after the November 1 deadline may do so for an additional \$101

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 40





# INTER-DEPARTMENTAL STUDIES

13

## 5054 Biology/Political Science 307 **SCIENCE AND POLITICS: THE CONTROL OF TECHNOLOGY**

A. Alexander  
W. Spencer

Since World War II, the impact of science and technology in shaping our lives has become a matter of concern to scientists and non-scientists alike. This concern has expressed itself as a recurring series of political issues related to such matters as the proper uses of science and technology in human affairs, the apparent inability of social knowledge to keep pace with and give scope and direction to scientific knowledge, and the proper roles of scientists in determining the social priorities and uses of the products of scientific inquiry.

Of less visible, but no less important, concern have been the nagging questions related to the effects of political decision-makers in determining the agenda of scientific research. Thus, any study of the relationship of science and politics must consider the impact of political processes on the direction of scientific and technological developments.

Accepting as fact the linkages between the worlds of science and government, this course will examine the relationships between the two by exploring a series of questions relating to them: To what extent should and can the long and short-term needs of public policy be served by the integration of basic science, technology, and the perspectives of the social sciences and the humanities? How and to what extent can scientific knowledge be effectively used in the development of public policy? Are the responsibilities of the scientist limited only to the acquisition of knowledge or should they extend to the social and political uses to which that knowledge is applied? Do scientists have a legitimate claim to unique understanding of the moral implications of scientific knowledge? Is there a conflict between democratic values and government by scientific expertise? How and by whom are the agendas of scientific inquiry set? What is the public stake in basic research and in applied technology? How are the priorities and obligations established? Can and ought scientific pursuits be autonomous? What are the costs of scientific knowledge in relation to other societal values?

The course will be primarily a readings and discussion seminar, with additional contributions by outside speakers and simulation exercises applying scientific data to public policy questions. The approach is geared to any student interested in the broad subject, not simply to students of science or politics.

REQUIREMENT(S) FILLED: Interim  
GRADING SYSTEM: H, P, No Credit  
MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 9:00 a.m. - 11:00 a.m., X-112

## 5062 Biology/Psychology 313 **SELF-REGULATION AND BIOFEEDBACK**

J. Jensen  
G. Stoffer

One of the most intriguing and perplexing aspects of our understanding of the human organism is the nebulous area of mind-body interaction. The fact that mind and body greatly influence each other is a well accepted matter of common experience, but is poorly understood. Useful implications of this interaction are far-reaching, extending into areas of personal growth and self-control, medicine, psychotherapy and education.

The intent of this course is to focus on mind-body control mechanisms and ways in which we can gain self-awareness and self-control. Students will participate in various psychological and physiological self-assessments, laboratory demonstrations in biofeedback, and reading and extensive discussion in the general area of self-regulation.

Students will also engage in personal self-regulation projects of a variety of types, for example biofeedback, meditation, autohypnosis, biorhythm and so forth. Emphasis of the course will be on personal control, but this is not principally an exercise in behavior modification. Evaluation of students will be based on one quiz, one paper and class participation.

Most of the on-campus work of this course will be combined with the on-campus work of Chemistry 312 ON BECOMING HUMAN, and will be co-taught by all three instructors (J. Jensen, B. Nessel and G. Stoffer). It is believed that this will enhance and enrich the content and process of both courses. Those students enrolling in ON BECOMING HUMAN will go on the cruise as scheduled, but with Professors Jensen and Stoffer as mentors. Those enrolling in SELF-REGULATION AND BIOFEEDBACK will remain on campus and continue their own projects, with Professor Nessel as mentor.

BIBLIOGRAPHY: Aldine Annuals, 1970-75: *Biofeedback and Self-Control: An Aldine Annual on the Regulation of Bodily Processes and Consciousness*; Benson, H. and Klipper, M., *The Relaxation Response*; Brehm, J., 1966, *A Theory of Psychological Reactance*; Brown, B., 1974, *New Mind New Body: Biofeedback, New Directions for the Mind*; Forem, J., 1976, *Transcendental Meditation*; Glasser, W., 1976, *Positive Addiction*; Jensen, J. and Stoffer, J., 1976-77, *Articles on Biofeedback and Reactance*; Mahoney, M.J., 1974, *Self Control: Power to the Person*; Phares, J.W., 1976, *Locus of Control in Personality*; Wallace, R.K., *Articles on the Physiology of Transcendental Meditation*.

REQUIREMENT(S) FILLED: Interim  
PREREQUISITE: One biology and one psychology course, or consent of the instructors

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m. - 12 noon, M—R, Ivy 111



5070 Chemistry 312  
**ON BECOMING HUMAN**

B.L. Nessel

The purpose of this course is to explore several aspects of being human in a community-oriented environment. This purpose will be carried out in two main sections: 1) on-campus group work during the first two weeks, and 2) off-campus group living aboard the "Gallant Lady" in Puget Sound.

During the on-campus segment, the course will survey several classical views of what it is to be human, including philosophical, social, psychological, religious and physiological perspectives. Through discussion and activities the group will evaluate the significance of these views and consider various types of self-awareness and social behavior.

Aboard the "Gallant Lady" for nine (9) days the group will live as a mini-community. All will share the onboard work of serving as crew, while sailing to Seattle, Friday Harbor and islands in the San Juans. Students will be evaluated on their attendance, several papers, discussions and field trips.

Most of the on-campus work of this course will be combined with the on-campus work of Biology/Psychology 313 SELF-REGULATION AND BIOFEEDBACK, and will be co-taught by all three instructors (J. Jensen, B. Nessel and G. Stoffer). It is believed that this will enhance and enrich the content and process of both courses. Those students enrolling in ON BECOMING HUMAN will go on the cruise as scheduled, but with Professors Jensen and Stoffer as mentors. Those enrolling in SELF-REGULATION AND BIOFEEDBACK will remain on campus and continue their own projects, with Professor Nessel as mentor.

**BIBLIOGRAPHY:** Berne, *Games People Play*; Frankl, *Man's Search for Meaning*; Herschel, *Who Is Man?*; Jourard, *The Transparent Self*; Lefevre, *Understandings of Man*; Smith, *When I Say No, I Feel Guilty*

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** Costs for the cruise and local expenses will be approximately \$130 for on-campus boarding students and \$35 addition for off-campus students for food. Account no. 5-61-200. Deadline for payment: Thursday, January 5, 1978. By this date the approximate costs of \$130 plus \$35 food costs (for off-campus students) must be deposited in the above account in the business office.

**INSURANCE NEEDS:** The Student's Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 24

**MEETING TIME AND PLACE:** All day, Library, Conference Room 00

5090 History/Modern and Classical  
 Languages 315

**THE PICTURED WORD:  
 EMBLEMS, COATS-OF-ARMS,  
 DEVICES, MASQUES**

S. Carleton

An examination of emblems, the most popular literary genre of the sixteenth and seventeenth centuries, and their siblings, coats-of-arms, devices, and masques. Emblems are pictured poems — a poem with an accompanying picture, each explaining the other. (You will find the picture part of an emblem on the Great Seal pictured on the dollar bill; in the course we will interpret the symbolism of such an emblem.) Students may elect to work with English, French, German, Italian, or Latin emblems. Some knowledge of sixteenth- and/or seventeenth-century European history is desirable but not essential. If the class is small enough, it will function as a seminar. Students who are interested in literature and the use of emblems in literature, who are interested in the history of illustrations or of publishing, or who simply wish to brush up their Latin will be especially welcome. Texts will be available from the library, although there may be small charges for photo-reprinting from out-of-print books. Students will be graded on class participation and one oral paper. Perhaps there will also be an actual performance of a masque (masques are dramatized emblems for royalty and their courts).

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 11:00 a.m. - 1:00 p.m., L-106



## CHANGING VALUES AND CORPORATE DECISION-MAKING

Are morality and the profit motive compatible? How has the creative artist portrayed the businessman? Do corporations exercise social responsibility? These are some of the questions to be addressed in a special interdisciplinary program of interest to anyone curious about the mutual impact of corporations and modern society. Faculty, liberal arts and business students, and local business people will meet and interact in several settings to consider the relationship of the corporations and corporate decisions to the issues raised by four liberal arts disciplines. This new Interim program includes:

**THE CONFERENCE** — A one day on-campus forum during January will bring faculty, business leaders from adjacent communities, and students together to consider the general theme of "Changing Values and Corporate Decision-Making." Some say that corporations have not adequately responded to new social demands. Others argue that many of these demands are ill-conceived, and point to ways in which modern corporations are consistent with the fundamental social values. The thrust of the program will be to cause each individual to draw his/her own conclusions.

**THE COURSES IN FOUR DISCIPLINES** — Four two-hour Interim courses will be taught during January. Each will consider the general topic from the perspective and the particular concerns of that discipline. Each course will involve representatives from the business community, so that theory connects with the realities of business life. Students are encouraged to enroll in two or more courses to achieve a balanced perspective. Please see detailed course descriptions on the following two pages.

**THE RESEARCH PROJECTS** — Students may extend their exploration of the topics considered in the courses through research projects continuing into the spring semester. These must be conducted in a business setting and be original research. Students will apply for participation during the Interim course. Credit will be available for the research.



0704 Chemistry 300  
**BUSINESS AND  
 THE ENVIRONMENT**

2 Semester Hours

W. Giddings

**A Representative of Industry**

The course will explore the role of environmental factors in corporate decision-making. Background material will include natural and industrial influences on air and water quality and their impacts on human health. Provisions of the National Environmental Policy Act, the Federal Water Pollution Control Act, the Clean Air Act and their amendments will be considered, as will the regulatory responsibilities of the Environmental Protection Agency, the Department of Ecology, and the Puget Sound Air Pollution Control Agency. Case studies of the corporate decision process will serve as illustrations of specific problems and options available to the industry represented. Students will be expected to participate in class discussion and make oral and/or written presentations.

The industrial representative will participate fully in planning and presenting the course material, as well as in class discussions. Special encouragement to register is extended to students who are employees of local industries, and to those active in environmental organizations.

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00 - 4:00 p.m., MW, R-108

0804 Communication Arts 300  
**INDIVIDUALISM AND HUMAN  
 VALUES IN THE BUSINESS  
 COMMUNITY AS PORTRAYED  
 ON FILM**

2 Semester Hours

W. Parker

This course will be an examination of the pressures of personal ambition and management profit orientation as seen by the modern motion pictures, and the effects of these pressures upon the individual and human values. One movie will be viewed from each of four decades and discussed in terms of its reflection of the changing individual and social mores of each era, concentrating upon the specialized world of business. The discussion will be led by the instructor and a member of the business community. This will be a content-oriented course rather than a form-oriented one, and will not deal with the craft of film-making. Movies that will deal with both men and women in business will be selected and businesswomen as well as businessmen will be invited to serve as respondents.

The class will be a seminar and students will be evaluated on the basis of their participation in the discussions following the viewing of the films and at least two brief reaction papers. Students will also be expected to read and be familiar with articles concerning current business issues.

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 - 11:30 a.m., MW, A-200



2804 Philosophy 300

**MORALITY AND THE PROFIT  
MOTIVE — THE DILEMMAS OF  
SOCIAL RESPONSIBILITY IN A  
BUSINESS-ORIENTED  
SOCIETY**

2 Semester Hours

G. Arbaugh

**A "Business Executive"**

Co-taught by a business executive and a philosopher, this course will relate the realities of economic life to moral, religious and other human values. It will examine such issues as the moral justification of a capitalistic economy and of a variety of contemporary business practices and policies, and the possibilities of making large corporations responsible not only to stockholders, workers, consumers and other smaller publics but to society at large. The effects of modern technology and business on the overall quality of life will be discussed as well as the implications of contemporary challenges to the American economic system and of demands made on it in the name of social justice. Theories of moral and religious values will be examined insofar as these are assumed in the proposals of business leaders and social reformers. Students will be expected to read in ethical and social theory and in contemporary business problems. The class will be run in seminar style, with students writing several short papers and engaging in daily class discussions.

Students are encouraged to consider taking this course in conjunction with related courses offered by Professors William Giddings, Vern Hanson and William Parker. Any two (two credit hours each) will meet a one-course Interim requirement.

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 - 11:30 a.m., TR, A-200

4404 Sociology, Anthropology and  
Social Welfare 300

**THE CORPORATION AND  
SOCIAL RESPONSIBILITY**

2 Semester Hours

V. Hanson

**A "Business Executive"**

An exploration of the role of business in applying its unique resources to the resolution of social problems primarily at the local or regional level, but with reference also to the national context. Specific examples of issues that might be explored include affirmative action, chronic unemployment, tax reform and comprehensive planning for social services. The course will include an analysis of the major varieties of decision-making processes within business and industry through which corporations and companies arrive at positions relative to pressing social issues. The course will also examine the adaptability capacities of corporations and companies to respond to changing social conditions and emergent social needs.

Students will be evaluated on the basis of attendance, participation in seminar discussions and on a written interpretation of the course materials due at the end of the session.

Students may wish to consider taking this course in conjunction with related courses offered by Professors William Giddings, William Parker and George Arbaugh. Any two (two credit hours each) will meet a one-course Interim requirement.

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00 - 3:30 p.m., T—R, X-203





## ART

0404 Art 305

### CRAFTS WORKSHOP

G. Roskos

The actual creation of hand-crafted functional and non-functional art objects and their relationship in embracing the elements of two and three dimensional design. Art objects created will vary from small to large size, and can be utilized functionally and/or for the adornment of the home. Suitable projects in a variety of materials and techniques will be explored: Ceramics, Copper Enameling, Batik, Leaded Stained Glass and small Casting techniques. Both majors and non-art majors are encouraged to enroll in this course.

REQUIREMENT(S) FILLED: Interim

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

COST IN ADDITION TO TUITION: \$25.

MAXIMUM ENROLLMENT: 15

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

0416 Art 318

### LIFE SCULPTURE

T. Torrens

A study of the human form as a source of sculpture. Modeling in clay of both portrait busts and full figures. Mold making and casting in either metal or plastic.

Working clay into figurative shapes is a basic human activity and such forms have been present in the art and artifacts produced by societies from "pre-historic" to modern times. The casting process has been used almost as long, having recently been revived with the introduction of such contemporary materials as polyester resin and aluminum. Two finished castings of the figure are expected as an end product for the four weeks. No previous experience or skills are required, and non-majors are encouraged to register.

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

COST IN ADDITION TO TUITION: \$25 studio fee for models and basic materials

MAXIMUM ENROLLMENT: 12

MEETING TIME AND PLACE: 9:00 a.m. - 12 noon, Daily sessions with models, mold making and casting sessions in afternoons as scheduled, IN-128

0408 Art 317

### THE GOLDEN DOOR: AMERICAN ART 1865-1914

L. Kittleson

"Keep, ancient lands, your storied pomp!"  
cries she

With silent lips. "Give me your tired, your poor,  
Your huddled masses yearning to breathe  
free,

The wretched refuse of your teeming shore.  
Send these, the homeless, tempest tossed  
to me,

I lift my lamp beside the golden door!"  
*Emma Lazarus, the New Colossus*  
(from an inscription on the base of  
the Statue of Liberty)

Realizing that the years between the Civil War and World War I were especially crucial and fruitful for American art, this course will investigate the reasons America moved away from an art idealizing rural life and the frontier landscape towards an art accepting the role America would play with her increased size, wealth, and power. We would like to see how the changes brought about by industrialization, immigration, new wealth, and advanced communication influenced such disparate artists as Thomas Eakins, Winslow Horner, Albert Pinkham Ryder, Mary Cassatt, J.A.M. Whistler, and John Singer Sargent, to

create new images and ideals for America, and how the pioneer work of H.H. Richardson, The Chicago School, Louis Sullivan, and Frank Lloyd Wright helped to shape the appearance of our contemporary European and American cities.

Our search will be carried on through the use of slide lectures, films, individual research, and trips to downtown Tacoma and Seattle. Students will be evaluated on the basis of a project or term paper and one exam.

BIBLIOGRAPHY: Brooks, H.A., *The Prairie School*; Bush-Brown, A., *Louis Sullivan*; Condit, C.W., *The Chicago School of American Architecture*; Craven, W., *Sculpture in America*; Eaton, L., *American Architecture Come of Age*; Hitchcock, Henry-Russell, *The Architecture of H.H. Richardson and His Times*; Mendelowitz, D., *A History of American Art*; Mumford, L., *The Brown Decades*; Novak, B., *American Painting in the Nineteenth Century*

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 10:00 a.m. - 12 noon, IN-122



0424 Art 380

**IMAGERY AND SYMBOLISM**

E. Schwidder

assisted by R. Tellefson

The study of symbols (designators) is the search for meaning — a way to identify, emphasize, and understand our environment. 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. From the origin of civilization, art has served such purposes — from the Venus of Willendorf and the Great Sphinx to the contemporary peace symbol (the latter relates to an ancient hieroglyphic). Also included will be 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. Weekly reports on the topics presented and one appropriate project will be required.

**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(S) FILLED:** Fine Arts Core or Major

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

**COST IN ADDITION TO TUITION:** Transportation costs for field trips, estimate not more than \$5

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** Lecture — 10:00 a.m. - 12 noon, IN-116. Afternoon sessions and day-long field trips or demonstrations as scheduled.

**BIOLOGY**

5054 Biology 307

**SCIENCE AND POLITICS: THE CONTROL OF TECHNOLOGY**

(See interdepartmental listing)

0504 Biology 308

**CURATING BIOLOGICAL MUSEUMS**

D.J. Martin

Biologists often complete their training with little or no experience in or appreciation for the collecting, preparation, and maintenance of preserved specimens to be used in teaching and research. Biological specimens do not just "happen"; specialized and diverse techniques are employed to collect, preserve, and maintain specimens. This course will provide practical experience in collection, preservation, maintenance, and cataloging of biological specimens. Students will be counseled in both Federal and State Laws regulating collection and live-trapping of plants and animals. Mammals, birds, fishes, and various invertebrates will be captured, marked, and released; others will be sacrificed, prepared, and entered into the PLU Museum of Natural History. Methods of cataloging specimens in a museum and recording the pertinent data from individual specimens will be covered also.

Activities will include on-campus work in the PLU Natural History Museum and both daily and over-night programs at the PLU Biology Field Station at Manchester State Park. Grading will be based upon student mastery of collection and preservation techniques, accuracy in data collection, and completeness of an individual specimen collection.

This course is designed for Biology Majors but Education Majors in Natural Science and others are encouraged to participate. Interested persons should contact Dr. D.J. Martin as soon as possible. Consent of instructor is required.

**REQUIREMENT(S) FILLED:** Interim

**PREREQUISITE:** Consent of the instructor

**GRADING SYSTEM:** H, P, No Credit

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 1:00 - 3:00 p.m., I-105



0508 Biology 309  
**INTRODUCTORY  
 MICROTECHNIQUE**

J.T. Carlson  
 J. Lerum

Preparation of tissues for microscopic study is a basic requirement for many types of biological experimentation. The acquisition of basic skills in tissue preparation can broaden the individual's perspectives as a biologist, as well as instill an appreciation of how information about biological structure is obtained.

This course will provide an introduction to the handling of biological tissues. The student will learn the principles of fixation, embedding, sectioning, and staining. Permanent microscope slides will be prepared of tissue sections as well as of unsectioned material, including chromosomes and whole small organisms.

The course will include short lectures covering the principles, as well as practical training. Students will be expected to spend considerable time perfecting their skills. Each student will prepare a group of microscope slides demonstrating proficiency in the basic techniques. Additionally, each student will choose a special project through which one or more of the procedures can be applied at a more advanced level. Evaluation will be on the basis of demonstrated proficiency in the techniques, as well as on the basis of a completed special project.

**REQUIREMENT(S) FILLED:** Interim

**RESTRICTIONS:** It is assumed that students will be interested in biology, but no formal courses are required prior to this course.

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** \$20 for materials

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 8:00 a.m. - 12 noon, MW, R-209

0516 Biology 311  
**NATURAL HISTORY  
 OF PUGET SOUND**

R. McGinnis

During the first two weeks lectures and readings will provide an overview of the oceanography, biology, and fisheries of Puget Sound. The second, third, and fourth weeks will include guest lectures, field trips, and student led discussions of various aspects of the natural history of Puget Sound. A number of all-day field trips are anticipated and it is possible several will require two or three days and nights; students should be available for extended periods of time. The major goals of the class are: 1) to introduce the student to the dynamics of the Puget Sound Ecosystem; and 2) to introduce the student to the rather stringent and often conflicting demands placed by man on all large estuaries.

Students will be evaluated by examination and by their performance in individually selected and led group discussions of aspects of Puget Sound natural history. A fee is charged to cover costs of transportation, guest lectures, field equipment, and appropriate contingencies.

**REQUIREMENT(S) FILLED:** Interim

**RESTRICTIONS:** Students must have flexible schedules which permit participation for periods of 1 to 3 continuous days.

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** \$50

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 9:00 a.m. - 5:00 p.m., TWR and other times and days to be established, I-106

5062 Biology 313  
**SELF-REGULATION  
 AND BIOFEEDBACK**  
 (See interdepartmental listing)

5050 Biology 318  
**CORAL ISLAND  
 BIOLOGY, GEOLOGY**  
 (See off-campus listing)



## BUSINESS ADMINISTRATION

### 0604 Business Administration 305 MANAGERS AT WORK W.M. Crooks

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

Management is a universal subject and the meaning depends upon each manager's inter relation; 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 styles or approaches: formalistic, competitive, collegial, situational, management by objectives, etc.

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

At the first class meeting a three-hour briefing by the instructor will initiate students to some of the practicing philosophies of management, as well as the reasoning behind their use. Guest speakers from representative organizations will be scheduled from 9:00-12:00 a.m. daily. These will be interspersed with field visits to organizations for on-site briefings and tours. Selected students will be assigned to general areas for research and also to question speakers in specific areas. All in all, students can expect to participate in classroom activities, to do a paper on a speaker's area of expertise and to write a short term paper (or resume).

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 40

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

### 0616 Business Administration 310 FINANCIAL MANAGEMENT FOR THE HEALTH CARE ADMINISTRATOR

E. Schafer

Increasingly, the need for better financial management of health care is being realized. Surveys of health care administrators at all levels commonly identify financial management as their greatest weakness. As a rule, the health care professional has very limited, if any, preparation to carry out the financial management responsibilities in a health care organization.

This course is designed for students planning to enter a health care profession, or practicing health care professionals, who expect to administer some part of a health care organization. The course assumes no background in accounting or other business courses.

The course will be conducted in seminar fashion with maximum student involvement. Participants will be asked to read a text and articles on financial management topics and prepare a series of cases. The cases are drawn from health care organizations. Grades will be based upon written cases and oral presentations in class.

#### COURSE TOPICS:

Economics of health care

Financing health care — third party reimbursement system

Regulation of health care cost.

Objectives of financial management of a health care organization — who is responsible?

Understanding financial statements prepared for the manager — how well are we doing?

The manager's role in financial management:

a. Administrator of a health care organization

b. Administration of departments and services (medical director, nursing director, lab director)

Financial Planning — how much should we spend?

Living with the budget — the game of budget control

Understanding the costs of health care — what should it cost?

Should we buy it? Evaluation of the decision to purchase equipment and other long-range decisions

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 5:30 - 8:00 p.m., MR; 9:00 a.m. - 12 noon and 1:00 - 3:00 p.m., S, A-217

### Business Administration 315 BUSINESS-GOVERNMENT RELATIONS WORKSHOP

G. King

(See Supplement to the Interim Catalog)



## 0628 Business Administration 456 HONORS SEMINAR IN BUSINESS POLICY

W. Haueisen

An accelerated course in business policy. As such, it is designed to permit students to integrate various functional components of business administration in the context of competing socio-economic and political concerns and interest groups.

The student will achieve an improved understanding of the process of policy formulation and operational strategy in organizations. In addition, opportunity will be provided for students to sharpen their problem-solving and decision-making abilities.

May be taken in lieu of BA 455, Business Policy, with instructor's permission.

REQUIREMENT(S) FILLED: Other

PREREQUISITES: Senior standing; BA 281, 282, 350, 364 and 370

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: 9:00 a.m. - 12 noon, A-219

## 0636 Business Administration 553 SEMINAR ON CONTEMPORARY ISSUES IN MANAGEMENT

D. Carvey

Investigation of current issues and contemporary problems faced by purposive organizations in business and government. The approach seeks to give appropriate weight to both rational analysis and public sentiments in evaluating problems and proposals for problem reduction or resolution in areas of public concern. Topics for review will include air and water pollution abatement, safety improvements, the impact of inflation and cost of living on business, general population, and the government. Students' preferences will be considered in the selection of topics. The pedagogical approach will be that of a workshop, using selected readings, cases, video-taped materials, and guest speakers.

BIBLIOGRAPHY: Bearse, A.W., and King, G.J., *A Social-Business Decision (SBD) Model*; Chamberlain, N.W., *The Limits of Corporate Responsibility*; Current literature (*Harvard Business Review*, *Wall Street Journal*); Selected cases from Intercollegiate Case Clearing House

REQUIREMENT(S) FILLED: Other; elective course for MBA and/or MPA students

RESTRICTIONS: Graduate (MBA, MPA) students only

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

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 6:00 - 10:00 p.m., MTR, A-221

## CHEMISTRY

0704 Chemistry 300

### BUSINESS AND THE ENVIRONMENT

(See interdepartmental listing)

0708 Chemistry 303

### THE WORLD OF ELECTRONICS TECHNOLOGY

L. Layman

The world of modern electronics is intimately involved with our everyday lives. Everything from transistor radios to computer data handling is based on modern electronics technology. Understanding how this technology works and what it can do for us is a great aid in coping with the modern world.

Ever wonder how your pocket calculator gets its answers? How does your stereo make all that beautiful music? This course will offer the opportunity to take a calculator apart to see its insides and discover how it works. We will also discuss and look inside everything from light bulbs to computers to find out what makes them work. We will include discussions on how our new technology came to be, what it can and cannot do, and where it may lead in the future.

The material will be developed through student readings and reports, class discussions, demonstrations of devices, and first-hand experiences in which the student will have the opportunity to look inside familiar devices to discover how they work and what they can do for him or her.

No previous knowledge of electronics, physics, or mathematics will be assumed of the student. The course is designed for the student who is curious about the world of electronics technology, but who would prefer a non-mathematical presentation of the ideas involved.

BIBLIOGRAPHY: Readings will be from materials in the library and provided by the professor. No major textbook will be used.

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m. - 12 noon, daily; 1:00 - 4:00 p.m., TR, R-309 & R-317



Facts . . . give us wherewithal to think straight and they stimulate the imagination; for imagination, like reason, cannot run without the gasoline of knowledge.

Grandgent



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0716 Chemistry 307

## **POLYMERS AND BIOPOLYMERS**

F. Tobiason

Throughout the world the use of natural and synthetic polymeric materials is steadily increasing. The incredible development of adhesives and glues to bond almost any type of material together is but one example among many. Macromolecules have a constant influence on all lives, and knowledge about the general nature of polymeric materials is now important and becoming more important whether one is interested in engineering, in biology, or even in art.

This course is designed on a lower mathematical level for diverse student backgrounds to present the basics on polymer types, on polymer properties and on their wide applications. Illustrated applications from the medical, engineering, chemical and art fields will be given.

The student interested in biology or the pharmaceutical sciences, for example, will find the areas of polymeric drugs and controlled pesticide release through the use of polymers a fascinating subject. The bioengineering and medical fields also have many examples of polymers used in artificial organs, arteries, and valves for human transplants. Molding and injection techniques in art as well as commerce will be reviewed.

Evaluation for the course will come through teacher examination of written problem assignments, a paper written on a polymer subject of the student's choice, and one "take-home" exam. Several guest lecturers and a field trip to a polymer-producing industry are planned.

REQUIREMENT(S) FILLED: Interim

PREREQUISITES: Chemistry 115, 103, or the instructor's approval

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 30

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

5070 Chemistry 312

## **ON BECOMING HUMAN**

(See interdepartmental listing)

## **COMMUNICA- TION ARTS**

0804 Communication Arts 300

### **INDIVIDUALISM AND HUMAN VALUES IN THE BUSINESS COMMUNITY AS PORTRAYED ON FILM**

(See interdepartmental listing)

0808 Communication Arts 305

### **NONVERBAL COMMUNICATION: I SEE WHAT YOU ARE SAYING**

G. Wilson

It is the purpose of this course to guide you through an understanding of the complex world of nonverbal communication. Each week will require that you observe some aspect of the world of nonverbal communication and prepare a brief presentation of the form and interpretation of the meaning experienced. For example, you may explore three offices used for similar purposes and observe the differences in textures, colors, and arrangements. The effects of these differences will be discussed in terms of how they might affect the verbal communication and outcomes achieved in those offices. Other aspects of nonverbal communication to be explored will include: clothing, posture and gesture, seating and room arrangement, facial expressions and eye behavior, vocal cues, and touching behavior.

All observation for these assignments is readily done either on campus or off. Evaluation will be on the completeness of the observation and discussion of the observations of others. The basic text will be: Knapp, M. *Nonverbal Communication in Human Interaction*. Holt, Rinehart & Winston, 1972. A supplemental reading list will be provided during the first class session.

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 - 11:00 a.m., A-204



**Courses 0824 and 0828 in  
the Art of Mime are  
tentatively scheduled.**

(See Supplement to the Interim Catalog for further information.)

**0824 Communication Arts 318**

**MASTER CLASS:  
THE ART OF MIME**

**Claude St-Denis, Artist-in-Residence**

Claude St-Denis' workshop will explore the unique and curious art of pantomime. Students participating in this experience will gain insight into this master mime: his techniques and philosophy.

Mime is communication through gesture rather than words. It is the communication of ideas, emotions and stories. The study of mime involves working to gain control over every separate part of the body in all possible directions. As one achieves such control, both physically and mentally, any movement one wants to make can be made, any physical posture necessary for a character can be sustained, and any physical image in space can be projected. Mime also stresses the economy of movement — when to gesture, when to remain still.

Students of Monsieur St-Denis will devote the majority of the workshop to developing basic mime technique: exercise, body control and movement. Considerable emphasis will be placed on improvisation.

**REQUIREMENT(S) FILLED:** Interim

**RESTRICTIONS:** The study of mime requires very serious discipline. All participants in this workshop should have full use of limbs and body. Grades will be determined on participation and attendance.

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** All students should have tights, leotards, and dance/ballet slippers.

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 9:00 a.m. - 12 noon, M—R, University Center — CK

**0816 Communication Arts 310  
TELEVISION SCENERY AND  
GRAPHICS DESIGN  
AND CONSTRUCTION**

**W. Tomsic**

**R. Wells**

Artistic and technical development of abilities in designing television scenery and graphics. Concentration on scenery for various types of television programming, including news, sports, public affairs and dramatic productions. Emphasis will also be placed on the design of usable imaginative TV graphics such as titles, logos, wall hangings and other informational materials. Students will be involved in the direct design, model building, and execution of scenery and graphics, for use in the PLU television studio. (If money becomes available a few sets will be built, by the students, for the television studio.) The course will also include trips to two television design studios and one to a graphics studio.

Rick Wells will serve as major instructor. Walt Tomsic will work with students in the design and technical procedures with graphics.

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** A, B, C, D, E; grades will be determined by a student's participation in the class as a designer. Students will need to complete all assignments on time and will be expected to perform to the best of their ability. There are no prerequisites, but this is not a class for the beginning design or television student.

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 9:00 - 11:00 a.m., IN-124

**0828 Communication Arts 319**

**MASTER CLASS:  
THE ART OF MIME — II**

**Claude St-Denis, Artist-in-Residence**

Claude St-Denis is providing a special opportunity for students to continue their study of the art of mime.

Students in this advanced section will continue their development of fundamental mime technique in addition to specialized work with improvisation.

**REQUIREMENT(S) FILLED:** Interim

**PREREQUISITES:** Students registering for this advanced section must have studied under Mr. St-Denis (CA 318) during Interim 1976 or 1977.

**COURSE LEVEL:** This course is designed for advanced students.

**COST IN ADDITION TO TUITION:** All students should have tights, leotards, and dance/ballet slippers.

**MAXIMUM ENROLLMENT:** 10

**MEETING TIME AND PLACE:** 9:00 a.m. - 12 noon, M—R, University Center — CK



## EARTH SCIENCES

0918 Earth Sciences 323

### MINERALOGY

L.D. Heustis

Mineralogy is concerned with the natural inorganic compounds (minerals) which make up the crust of the Earth. Contrary to first impressions, the Earth is composed of a rather limited number of these minerals whose identification indicates not only their composition but also the chemical history of the site from which the minerals were obtained.

Emphasis will be on the practice, pitfalls, and rewards of identifying real mineral specimens (as opposed to idealized minerals which too often are emphasized in college mineralogy courses).

Topics will include elementary crystallography, field and laboratory methods for mineral identification, parameters controlling the formation and association of minerals, ore genesis, and the major classes of rock and ore minerals. Laboratory will involve field, chemical, and spectrographic methods of mineral identification.

**BIBLIOGRAPHY:** Vanders, I., and Kerr, P., *Mineral Recognition*

**REQUIREMENT(S) FILLED:** Geology Major B.S. requirement.

**PREREQUISITES:** Earth Science 131 or Chemistry 115

**COURSE LEVEL:** This course is recommended for upper division Earth Science credit for Earth Science majors.

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

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** Lecture — 10:30 a.m. - 12 noon, G-901; Lab — 1:00 - 4:00 p.m., R-320

## ECONOMICS

1404 Economics 150

### PRINCIPLES OF ECONOMICS

D. Wentworth

This course will familiarize students with economic principles and an overview of the U.S. economy. It will deal with key concepts and relationships of economics as important forces at work in our daily lives. Current economic problems, myths and mysteries will be probed and analyzed.

The course will devote equal time to introductory micro and macro economic materials. Among the topics to be covered are inflation, recession, limits of growth, tax reform, wage and price control, monopoly, population growth, and monetary policy.

This course is a regular course offering. It will fill social science core requirements. All students will be expected to participate in class discussion, small group projects and individual research papers.

**REQUIREMENT(S) FILLED:** General University Core Requirement

**GRADING SYS EM:** A, B, C, D, E

**MAXIMUM ENROLLMENT:** 40

**MEETING TIME AND PLACE:** 9:00 - 11:00 a.m., A-215

5050 Earth Sciences 318

### CORAL ISLAND

### BIOLOGY, GEOLOGY

(See off-campus listing)



## 1408 Economics 302 A SAMPLING OF ASSET PURCHASES: AN ECONOMIC PERSPECTIVE

E. Ankrim

To find out if this course would be of interest to you, answer the following multiple-choice question:

In economic analysis, how does the decision to purchase these assets (your roommate buying a stereo, the city buying a park, a lumber firm buying timberland, your bank buying a corporate bond) differ from the decision to purchase these consumption goods?

- (your brother buying an ice cream cone,
- your father paying for a medical check-up,
- a neighbor buying a newspaper)

Answers

- A) I don't know and don't care, who needs economics anyway!
- B) I know but I get bored at answering such trivial questions.
- C) I'm not sure, but I'd like to find out.

If you answered either A) or B) you may continue your search for an Intro class elsewhere. If you answered C) this class will try to help you see the distinction in a general economic framework. In addition, guest speakers will visit to discuss what influences their decisions in making asset purchases.

The class will approach the problem from a general micro-economic perspective and will observe how more specific cases of investment decisions fit in this framework of analysis. Evaluation will be based on a paper which will require you to compare and contrast the various cases of asset purchasing the class will present.

**REQUIREMENT(S) FILLED:** Interim

**PREREQUISITES:** Economics 150 and 352 or instructor's approval

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 9:00 - 11:00 a.m., A-217

## Economics 309 SMALL, IS IT BEAUTIFUL?

D. Vinje

(See Supplement to the Interim Catalog)

## EDUCATION

### 1518 Education 320A INDEPENDENT STUDY Staff

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, 1977, and before registration is completed. Independent study card is required.

**BIBLIOGRAPHY:** Readings assigned on the basis of individual need.

**REQUIREMENT(S) FILLED:** Interim; some students may be meeting certification requirements for K-2 certificates in music and/or physical education.

**PREREQUISITE:** Education 201 or 251

**COURSE LEVEL:** This course is designed for majors.

**GRADING SYSTEM:** H, P, No Credit

### 1526 Education 320B INDEPENDENT STUDY Staff

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, 1977, and before registration is completed. Independent study card is required.

**BIBLIOGRAPHY:** Readings assigned on the basis of individual need.

**REQUIREMENT(S) FILLED:** Interim; some students may be meeting certification requirements for K-2 certificates in music and/or physical education.

**PREREQUISITE:** Education 201 or 251

**COURSE LEVEL:** This course is designed for majors.

**GRADING SYSTEM:** H, P, No Credit



## 1534 Education 320C INDEPENDENT STUDY

### 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 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, 1977, and before registration is completed. Independent study card is required. Not applicable to K-12 certification.

**BIBLIOGRAPHY:** Readings assigned on the basis of individual need.

**REQUIREMENT(S) FILLED:** Interim

**PREREQUISITE:** Education 201 or 251

**COURSE LEVEL:** This course is designed for majors.

**GRADING SYSTEM:** H, P, No Credit

## 1538 Education 320D INDEPENDENT STUDY

(1-4 semester hours)

### Staff

A basically non-school, library-oriented study such as the development of curricular materials, an in-depth particular problem 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.

**BIBLIOGRAPHY:** Readings assigned on the basis of individual need.

**REQUIREMENT(S) FILLED:** Interim

**PREREQUISITE:** Education 201 or 251

**COURSE LEVEL:** This course is designed for majors.

**GRADING SYSTEM:** H, P, No Credit

## ENGLISH

### 1704 English 101 COLLEGE ENGLISH Section A G. Martin

Imagination is not the exclusive gift of writers of poetry and fiction but the faculty of all writers who reach their audiences. Successful writers use their imagination to characterize their audience as they write, to avoid faulty logic which will confuse their readers and to judge successfully the final effect of their diction and tone. Their imaginative powers enable them to combine standard vocabulary and syntax for a fresh effect.

To write well students must become conscious of their world and more specifically of the rhetorical strategies used by the best writers who describe that world and its problems. Our goal in 101 will be to educate the vision of fellow classmates and to become conscious writers and readers ourselves. We will write about some of the issues and values presented in our readings of prose, fiction and poetry and will discuss the writing techniques of our authors, whether Dostoevsky or Woody Allen.

For four weeks we will share and discuss our writing with one another, read with a sense of our responsibility as readers and work in class and conference on individual writing strengths and weaknesses. If the class wishes to do so, we can see and discuss a movie or play as one of our assignments. We will view ourselves not as literary critics or creative artists but instead as imaginative, literate people capable of communicating with clarity, intelligence and authority.

**BIBLIOGRAPHY:** Strunk, W., Jr., and White, E.B., *The Elements of Style*; Shrodes, C., Finestone, H., and Shugrue, M., eds., *The Conscious Reader*

**REQUIREMENT(S) FILLED:** General University Core Requirement

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

**MAXIMUM ENROLLMENT:** 15

**MEETING TIME AND PLACE:** 10:00 a.m. - 12 noon, A-214



1708 English 101  
**COLLEGE ENGLISH Section B**  
 G. Blomme

What part does Imagination play in reading, writing, and thinking? And what part do these activities play in our living to our fullest potential? It's my conviction that there's such a thing as an imaginative research paper and an imaginative argument — there's even an imaginative course description. And possibly these artifacts are the expression of life: as we seek understanding and wholeness, and the written forms which will help us share our illumination with others, we create our selves and give shape to our world.

We will be writing daily: keeping journals and preparing finished papers. We'll be reading daily too. And sharing together what we've written and read. We'll plan on sharing in one or two Interim offerings related to Imagination: a lecture, a dance, a mime performance. There will be some opportunity for revising papers, to come even closer if possible to the ideal you were initially striving toward, or to an even higher ideal.

Our readings will include essays on the nature of imagination and creativity; essays more specifically on writing; and some stories, poems, and even a few more essays (on topics as diverse as porpoises and license plates).

English 101 focuses chiefly on developing strengths in writing prose non-fiction. This Interim we'll ask how prose non-fiction offers imaginative ways to understand our world and ourselves. **BIBLIOGRAPHY:** May, R., *The Courage to Create*; Elbow, P., *Writing Without Teachers*

**REQUIREMENT(S) FILLED:** General University Core Requirement

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

**MAXIMUM ENROLLMENT:** 15

**MEETING TIME AND PLACE:** 9:00 - 11:00 a.m., A-210

1724 English 303  
**REFLECTIVE READING:  
 FAULKNER'S ABSALOM,  
 ABSALOM!**

P. Benton

Faulkner's *Absalom* (1936) is one of the most moving, challenging, rewarding novels I know. But it's not often read in college classes. It resists a quick reading, and utterly refuses to be covered (or uncovered) in a few hours of discussion and lecture.

In part this is because of its wealth of themes: innocence and ambition, honor and fate, fathers and sons and daughters and brothers and sisters, hate and love (most of all love) and death. (What allied abstractions from the images that leave Harvard-bound Quentin Compson shaking in the hot Mississippi night, thinking: "Nevermore of peace!")

But beyond this density of human concerns, Faulkner's narrative turns on itself and implicitly asks: how is it that words reveal (and conceal) what's true or of value? how is it that we are able to speak, listen, read, and sometimes are trapped, and sometimes freed?

Heady stuff, not to be gulped in a day. But in a month we can absorb *Absalom* on both levels: its themes and its illumination of the network of voices in which we live. We'll start with an intensive, cover-to-cover, 30-hour (15 in class, 15 out) reading the first week. Then for two weeks we'll reread in a variety of curious ways, hovering and diving, abstracting large attempts and weighing crucial passages phrase by phrase. In the last week each student will write a short paper expressing something of what's been learned, and together we'll draw some conclusions: not on what Faulkner was "trying to say," but on how one gets at the emotion and value and meaningfulness of the novel he's left us.

1716 English 301  
**POETRY AND THE  
 MYSTICAL EXPERIENCE**  
 D.M. Martin

Of the many paradoxes inherent in mystical experience, the most challenging has typically been the attempt to communicate that which cannot be communicated, to find words for the wordless experience. In the face of our recognition that poetry has typically been richly imagistic — communicating the felt life of the poet through the sensory images of the poem — we know that the "imageless rapture" of the mystical experience has time and again been the subject of poetry. This paradoxical attempt to discover metaphors in language for a state of consciousness often described as "nothing, which is the ground of everything" has tested to its extreme limits the resources of both poets and their language; writers have looked deeply into the center of the self and have ranged wide in search of the center of the natural world and

these introverted and extroverted journeys have found voice in the journal of poems. In the history of mystical experience — ranging from Indian, Japanese and Chinese through Judaic, Christian and Islamic — no period of time has more deeply challenged the mystic than that of the secular, materialistic culture that grew up in the west following the industrial revolution. The challenge was, specifically, to find a relation to the inevitable tension between the rational, scientific temper of the emerging age and the irrational, poetic temper of the mystic. Would the result be even further other- and unworldliness, even further separation between man and the artifacts of his culture? Four poets in particular took up this challenge, and the poems that resulted, William Blake's "Jerusalem," Walt Whitman's "Leaves of Grass," Hart Crane's "The Bridge," and T.S. Eliot's "Four Quartets," are the reason for this course. Is this secular age a wasteland of the spirit or are the materials of an industrialized culture fully capable of integration with the self as were the natural materials of an agricultural society? In support of our reading of these poems, we will discuss the connection between mysticism in poetry



The imagination modifies images, and gives unity to variety; it sees all things in one . . . There is the epic imagination the perfection of which is in Milton; and the dramatic, of which Shakespeare is the absolute master.

Coleridge



Class sessions and reading assignments will be planned with the students' (mostly freshmen and sophomors) relative inexperience in mind.\* But this will not be the usual introductory lit course. I believe that in 120 hours, if I've planned well, the average freshman will be able to read *Absalom* (and by extension most modern novels) with intensity of emotion and insight. And that will leave a double benefit: life-long access to one of the great novels of our literature; and confidence in what an ordinary person can do as a reader, together with grateful humility in the face of all that remains, waiting to be done.

\*Upper division students are welcome too. A supplementary discussion group will be arranged for them.

Requirements of the course: 1) daily attendance (2-3 hours) and preparation (3-5 hours), 2) a paper (5 page minimum). Grading will be based on daily attendance and preparation (quizzes), and the paper. Discussion, though encouraged, will not be graded.

BIBLIOGRAPHY: Faulkner, W., *Absalom, Absalom!*; Library reserve: Selections from the Bible, Nietzsche, Freud, Jung, and recent theorists on critical reading (e.g., Hirsch, Holland, Fish, Barthes)

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 20

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

and the attempts of music and painting to communicate the mystical experience. We will read the poetry intensively; anyone having a basic familiarity with poetry will be welcomed. In addition to keeping a formal journal of personal reactions students will have the option of exploring a variety of non-verbal, but related, experiences such as drawing and running, etc. Students will be evaluated on the basis of participation in the daily discussions in addition to an individual project which may include a notebook, short papers, or creative projects of many kinds.

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 30

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

## 1728 English 305

### GROWING UP IN THE NOVEL

C. Bergman

The course will study the tradition of the novel of growing up — that is, the novel of youth, of adolescence, of initiation, of education, of coming of age — in English literature. Stressing several themes related to the growth of consciousness in the individual, the novel of youth is not only interesting in itself, but it is also a good introduction and approach to the novel in general. The central characters undergo an education, in school but especially in experience, which takes them from the innocence and naivete of childhood to the (usually) more resigned wisdom of maturity. In considering several characteristic features of the novel of youth — childhood, the conflict of the generations, the city and country, self-discovery and self-definition, alienation, the ordeal by love, the conflict between illusions and reality, the adjustment to social living — the course will try to define a literary tradition and explain why these themes are central to the experience of growing up in modern society. The course will meet regularly, and three short essays will be required.

BIBLIOGRAPHY: Dickens, C., *Great Expectations*; Bronte, C., *Jane Eyre*; Butler, S., *The Way of All Flesh*; Joyce, J., *A Portrait of the Artist as a Young Man*; Plath, S., *The Bell Jar*

REQUIREMENT(S) FILLED: Interim

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

MAXIMUM ENROLLMENT: 20

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



1736 English 307

**WOMAN AS WRITER: THE FEMALE IMAGINATION**

K. Keller

...living as she did in the common sitting-room, surrounded by people, a woman was trained to use her mind in observation and upon the analysis of character. She was trained to be a novelist... (Virginia Woolf, *Granite and Rainbow*)

Focusing primarily on the novel, this course will explore the world of imagination as it emerges through the writing of women. Reading, lecture, and discussion will concentrate on various questions: Is there a distinctly "female" imagination? What contributions have women made to the craft of writing? What roles do women writers assume — defenders of women's civil rights, champions of great social causes, analysts of female sensibility, artists?

Students will be asked to keep a journal based on their thoughts as they read the novels and reflect on class discussion. Part of the journal will focus on that particular woman writer each student chooses to study outside the classroom. (Here students may go beyond the novel and examine "woman as" poet, dramatist, essayist, letter-writer, diarist, etc.) A "Woman As Writer" class journal will be produced during spring semester, based on these individual studies. Students may also anticipate some testing throughout the course.

**BIBLIOGRAPHY:** Spacks, P.M., *The Female Imagination*; Wollstonecraft, M., *Maria*; Stowe, H.B., *Uncle Tom's Cabin*; Chopin, K., *The Awakening*; Woolf, V., *To The Lighthouse*; Bowen, E., *The Death of the Heart*

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 9:00 a.m. - 12 noon, A-206

1804 English 312

**WORLD OF THE BOOK**

T.L. Elliott

K. Stafford

This course deals with the history of the book, and with how it is created, managed, designed and distributed in the United States. The course will include visiting lectures by editors and authors, some laboratories, and contacts with local printers both on and off the campus.

The student will develop some knowledge of copy-editing, editorial procedures, the materials of book production, and printing processes. The student will work on actual books in various stages of manuscript and production, with strong emphasis on copy-editing, correction, and rewriting of manuscript copy.

For the capable student interested in publishing as a possible career, there will be an opportunity for internships with major book publishers in various parts of the United States in the summer or subsequent semesters. In following Interims students may investigate in depth a particular topic pertinent to the book and publishing world through independent study with the instructor.

Students will be expected to read at least three books on the world of the book and publishing. The course will also involve one or two written reports and a final exam, either written or oral.

**BIBLIOGRAPHY:** Dessauer, J., *Book Publishing: What It Is, What It Does*; Bailey, H., *The Art and Science of Book Publishing*; Grannis, C., *What Happens in Book Publishing*; Arnold, E., *Ink on Paper*; Madison, C., *Book Publishing in America*; Gilmore, G., and Root, R., *Editing in Brief*

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 1:00 - 3:00 p.m., A-212

1744 English 309

**THE INTERPRETATION OF FAIRY TALES**

D. Seal

It has only been within the last two-hundred years that folk or fairy tales have been relegated to the province of children. Long ago, and not so very far away, before TV and the mass consumption of the novel, these tales were told to adults. Besides being entertaining, they were enlightening. They were a reservoir of complex psychological and cultural truths, held in solution by strong and simple plots and memorable characters.

This class aims at reading a variety of tales, and then concentrating on the interpretation of a select few. Such interpretation is designed to uncover both the workings of the plot and the drama of the truths expressed. Primary readings will come from *Grimm's Fairy Tales*, *Russian Fairy Tales*, *The*

*Arabian Nights* and other texts. Secondary readings in Jung, Freud, Bettelheim, Von Franz, Graves, and Tolkien will introduce the student to psychoanalytic and anthropological interpretations of literature.

The class will proceed by lecture, discussion, and telling. Lectures on interpreting tales will be followed by discussions in which the class interprets selected tales. The grade will be based upon contributions to the discourse of the class and upon a final paper, which will be an interpretation of a single tale.

**BIBLIOGRAPHY:** *Grimm's Fairy Tales*; *Russian Fairy Tales*; *Arabian Nights*; *Mythologies* (Yeats); Jung, *Phenomenology of the Fairy Tale*; Von Franz, *Interpretation of Fairy Tales*; Freud, *Interpretation of Dreams*; Graves, *The White Goddess*

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 1:00 - 3:00 p.m., A-214



5074 English 310  
**EUROPEAN MUSIC, DRAMA,  
 CULTURAL TOUR**  
 (See off-campus listing)



## HISTORY

1904 History 306  
**HOLOCAUST:  
 THE DESTRUCTION OF  
 THE EUROPEAN JEWS**  
 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 a unparalleled crime through traditional judicial procedures.

The format of the course will be a mixture of lecture, discussion, and films. A fee of \$12 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:** Hilberg, R., *The Destruction of the European Jews*; Dawidowicz, L., *The War Against the Jews*; Arendt, H., *Eichmann in Jerusalem*; Wiesel, E., *Night*; Hochhuth, R., *The Deputy*; Weiss, P., *The Investigation*

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** \$12

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 9:00 - 11:00 a.m., MTR, A-211; Ingram 100 for films on Wednesday and Friday

1908 History 310  
**JAPAN, PAST AND PRESENT:  
 A CULTURAL AND  
 HISTORICAL EXCURSION**  
 (See off-campus listing)

5090 History 315  
**THE PICTURED WORD:  
 EMBLEMS, COATS-OF-ARMS,  
 DEVICES, MASQUES**  
 (See interdepartmental listing)



## MATHEMATICS

### 2404 Mathematics 308 FINANCIAL MATHEMATICS

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, students will be able to compute their monthly house payment or find the actual interest rate of a loan from the Easy Credit Loan Company.

BIBLIOGRAPHY: Cissell, *Mathematics of Finance*

REQUIREMENT(S) FILLED: Interim

PREREQUISITE: High School Algebra

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 8:00 - 10:30 a.m., Library Calculator Room

### 2416 Mathematics 316 COMPUTERS AND SOCIETY

J. Brink

Computers will have an increasing effect on each of us. Those who want to insure that this effect is for the betterment of mankind will need to be able to use the computer's power to solve today's and tomorrow's problems. They will need to have a basic understanding of the computer, its operation, its use, its potential and its limitations. To help prepare the student in this area, this course will include readings and discussion on the computer and its applications. To provide a better understanding of the computer, the students will also learn to use the BASIC language in order to have the computer perform simple tasks at their command. A computer terminal will be used in class to illustrate concepts and use of BASIC.

Students will review readings from the text and participate in class discussions. They will write some simple computer programs, some of which will involve elementary mathematics. They will also complete a project concerning the computer — either a report on some aspect of the computer and its use or writing an additional, more difficult computer program. Students will be graded on the basis of their class participation, homework, quizzes, and the project.

BIBLIOGRAPHY: Adams, J.M., and Haden, D.H., *Social Effects of Computers' Use and Misuse*; Lynch, R. and Rice, J.R., *Computers, Their Impact and Use*, *BASIC Language*; Van Tassel, D.L., *The Complete Computer*

REQUIREMENT(S) FILLED: Interim

PREREQUISITE AND RESTRICTIONS: High School Algebra required. Note: Math 140 and this course cannot both count toward the total number of hours for graduation.

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00 - 11:30 a.m., T-000

### 2408 Mathematics 312 MATHEMATICAL PUZZLES AND PARADOXES

J. Herzog

Mathematical puzzles and paradoxes provide an interesting way to introduce students to mathematical concepts. The simple mathematics underlying many puzzles, card tricks, apparent paradoxes, etc., will be studied. Many recreational mathematics books will be used as references. Types of puzzles studied will include those using 1) logic, 2) algebra, 3) geometry, 4) arithmetic, 5) probability. Students will devise mathematical puzzles of their own and submit reports on three recreational mathematics books. An exam consisting of puzzles to solve or explain will be given at the three-quarters point of the course. The almost infinite variety of puzzles available makes such a course appropriate for students of varying backgrounds. Students who have gone into teaching

have commented on the applicability of puzzles in the classroom.

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

REQUIREMENT(S) FILLED: Interim

PREREQUISITE: High School Algebra or equivalent

GRADING SYSTEM: H, P, No Credit

COST IN ADDITION TO TUITION: Students will purchase several paperback puzzle books.

MAXIMUM ENROLLMENT: 40

MEETING TIME AND PLACE: 9:00 - 11:00 a.m., O-104



... and as imagination bodies forth the forms of things unknown, the poet's pen turns them to shapes and gives to airy nothing a local habitation and a name.  
Shakespeare



## MODERN AND CLASSICAL LANGUAGES

5082 Modern and Classical Languages 311  
**NORDIC ROOTS: THE SOURCE AND VALUE OF A HERITAGE**  
(See off-campus listing)

2508 Modern and Classical Languages 313  
**INTRODUCTION TO SPOKEN GERMAN**  
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(S) FILLED:** Interim

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

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 9:00 a.m. - 12 noon and 1:00 - 4:00 p.m., A-223

5090 Modern and Classical Languages 315  
**THE PICTURED WORD: EMBLEMS, COATS-OF-ARMS, DEVICES, MASQUES**  
(See interdepartmental listing)

2524 Modern and Classical Languages 317  
**SCANDINAVIAN LITERATURE IN FILM**  
R. Sundberg

People are often heard saying, "I read the book and saw the film and I sure did like the film (the book) better!" In this course we will read four Scandinavian literary works (one per week of the Interim) and then view and discuss films based on the various works. The first class meeting of the week will be a lecture and discussion of the week's author and his place in Scandinavian literature. At the second meeting we will discuss the work concentrating on plot development, character types and use of symbols and other literary devices. During the third meeting the film for the week will be viewed. During the fourth and fifth meetings discussions will be held comparing the literary work to the film. Topics to be discussed will include: how the film dealt with the plot, how well the actors portrayed the literary characters, what cinematic devices were used to handle the literary symbols and devices and the overall success of the film in communicating the message (if any) of the original author.

One brief comparative paper (maximum 3 pages) will be assigned for each work/film. In addition a brief factual exam will be given based on the authors and their places in Scandinavian literature.

**BIBLIOGRAPHY:** Hamsun, K., *Hunger*; Vesaas, T., *The Fire*; *The Seed*; Lagerkvist, P., *The Dwarf*; Munk, K., *The Word*. (Four of the above or other subject to the availability of films.)

To be placed on Library Reserve: *Four Screenplays of Ingmar Bergman*, translated by Malmstrom and Kushner; *Novels into Film*, by George Bluestone

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 1:00 - 3:00 p.m., A-206



## MUSIC

2604 Music 301

### THE MUSICAL EXPERIENCE

D. Hoffman

What are the links between Gregorian Chant and Leadbelly? How do you compare Beethoven and Pink Floyd? Limited to non-music majors, this course offers a non-technical approach to music of a wide variety of styles from the differing perspectives of the listener, the performer, and the composer. Rhythm, melody, and form, three characteristics of all music, will each be the topic of a week's discussion which may range from the esoteric to the Nitty-Gritty Dirt Band. Students will glean an understanding of the performer's unique role by learning to read music, learning elementary piano playing, hearing performers discuss their art, and observing rehearsals for an upcoming concert. The goal of the final week will be a original composition by each student, written for any medium from symphony orchestra to garbage can lid, and performed by members of the class. Outside class activities will include attendance at a variety of concerts in the area.

Evaluation will be based on participation, preparation of assignments, and the demonstration of an increased understanding of the musical experience.

BIBLIOGRAPHY: Available from the instructor

REQUIREMENT(S) FILLED: Interim

RESTRICTION: Non-music majors only

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00 a.m. - 12 noon, E-122

5074 Music 310

### EUROPEAN MUSIC, DRAMA, CULTURAL TOUR

(See off-campus listing)

2616 Music 317

### INTENSIVE PERFORMANCE

(2 or 4 semester hours)

Staff

An opportunity for qualified students to study in a performance area on an intensive basis. Students registered for 4 semester hours will receive 3 half-hour lessons per week and will be expected to practice 4 to 8 hours per day. Students registered for 2 semester hours will receive 2 half-hour lessons per week and spend 2 to 4 hours per day practicing. It is intended that the student's experiences will be quite different from that associated with private lessons during the regular term. Registrants will have the unusual opportunity to analyze their musical aptitude and self-discipline as it relates to the rigorous demands of a performance career. Open to music and non-music major.

REQUIREMENT(S) FILLED: Interim

PREREQUISITE: Independent Study Card required with instructor's signature

GRADING SYSTEM: H, P, No Credit

MEETING TIME AND PLACE: To be arranged

2608 Music 303

### BEGINNERS BAND

L. Meyer

Beginning class instruction on any of the following instruments: flute, clarinet, saxophone, trumpet, French horn, trombone, baritone and tuba. Absolutely no experience or prior musical training is necessary. The University does have a limited number of instruments available; however, it would be best if students would find an instrument to use from friends, family, relatives or perhaps rental from a music store. The instructor will welcome any question 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. Evaluation will be based on progress in playing ability. Most of the work will

be done in class, including work in sections.

REQUIREMENT(S) FILLED: Interim

RESTRICTION: Music majors by permission of the instructor only

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 30

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



## NURSING

2704 Nursing 305

### HEALTH CARE IN THE CRIMINAL JUSTICE SYSTEM

M. Acuff

#### Selected Guest Speakers

This Interim course is designed to provide the nursing student with an overview of the health care needs of individuals incarcerated in local, state, and federal institutions. Students will examine the criminal justice system, applicable sociological and psychological theory, common health care problems in prison settings, and the prison health care delivery system. Experiences include observation in the court system, touring local, state, and federal prison facilities, observation of health care facilities in these prisons, and, where feasible, providing direct nursing care to selected patients. Students will be expected to keep a detailed log of their experiences and write two papers on selected topics.

**BIBLIOGRAPHY:** Cleckley, H., *The Mask of Sanity*; Irwin, J., *The Felon*; Mitford, J., *Kind and Unusual Punishment: The Prison Business*

**REQUIREMENT(S) FILLED:** Interim

**RESTRICTIONS:** Enrollment in this course is limited to nursing students who have successfully completed the Level IV nursing courses or to RN students enrolled in the BSN program.

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** Transportation to and from field experiences and meals. Car pooling can be arranged.

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 12

**MEETING TIME AND PLACE:** 1:00 - 3:00 p.m., IN-122

2708 Nursing 309

### CHILDREN AND HEALTH CARE EXPERIENCES

C. Carper

P. Page

J. Stiggelbout

Students will be able to reduce emotional trauma in children by learning how to prepare them for experiences such as surgical procedures, x-ray, doctor's office visits, etc. Basic information on the communication process, child development, play, the role of parents and specific health care measures will be provided so that the student can evaluate books, films, and play used to prepare children. The student will develop an innovative means of preparing a particular aged child for a particular experience. Each student will have opportunity to observe children in a variety of health care situations, study independently and participate in theory classes and seminars. Evaluation will be based on testing, class participation and term project. This course is appropriate for parents, prospective parents, teachers, nurses, and other health care providers.

**BIBLIOGRAPHY:** Petrillo, *Emotional Care of Hospitalized Children: An Environmental Approach*; Klinzing, *The Hospitalized Child: Communication Techniques for Health Personnel*; Allison, *Blood and Guts: A Working Guide to Your Own Insides*

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** \$7 for films plus transportation to local hospitals and clinics plus textbooks

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 1:00 - 3:00 p.m., IN-100; students will be in health care situations at least six mornings, 7:00 a.m. - 12 noon



## 2716 Nursing 311 SURGICAL INTERVENTION

F. Gough

A patient-centered study of the nursing care required for patients undergoing surgical intervention. Clinical experiences include selected experiences in the operating room of a local hospital. The student will be asked to submit designated papers.

Objectives of the course are:

1. To develop knowledge of aseptic technic as it applies to the nursing care of the patient in the operating room
2. To understand his/her role as a member of the operating room health team.
3. To develop knowledge of the goals of surgical care and their achievement.
4. To apply aseptic technic in the nursing care of the operating room patient.

**BIBLIOGRAPHY:** LeMaitre, G., and Finnegan, J., *The Patient in Surgery*; Luckmann, J., and Sorenson, K.C., *Medical-Surgical Nursing*

**REQUIREMENT(S) FILLED:** Interim

**PREREQUISITE:** Students must have completed Nursing: Level IV

**COURSE LEVEL:** Advanced

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** Transportation, meals, text

**MAXIMUM ENROLLMENT:** 10

**MEETING TIME AND PLACE:** Initial meeting — 8:00 a.m. - 12 noon, IN-111D; Lab A — 1st week — 6:00 - 8:00 a.m., M; 7:00 a.m. - 3:30 p.m., TW; subsequent weeks — 7:00 a.m. - 3:30 p.m., MT; Lab B — 1st week — 6:00 - 8:00 a.m., W; 7:00 a.m. - 3:30 p.m., RF; subsequent weeks — 7:00 a.m. - 3:30 p.m., RF

## PHILOSOPHY

2804 Philosophy 300

### MORALITY AND THE PROFIT MOTIVE — THE DILEMMAS OF SOCIAL RESPONSIBILITY IN A BUSINESS-ORIENTED SOCIETY

(See interdepartmental listing)

5082 Philosophy 311

### NORDIC ROOTS: THE SOURCE AND VALUE OF A HERITAGE

(See off-campus listing)

2724 Nursing 314

### TRANSCULTURAL AWARENESS: AN EXPERIENTIAL WORKSHOP IN HAWAII

(See off-campus listing)



*The lunatic, the lover, and the poet,  
Are of imagination all compact.  
Shakespeare*



# PHYSICAL EDUCATION

## ACTIVITY COURSES

The following specifications apply to activity courses offered during the Interim:

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.

### 2904 Physical Education 202 INTERMEDIATE AND ADVANCED GOLF

R. Carlson

REQUIREMENT(S) FILLED: General University Core Requirement

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00 - 3:00 p.m., MWF, O-FH

### 2908 Physical Education 204 BOWLING

R. Carlson

Staff

REQUIREMENT(S) FILLED: General University Core Requirement

COST IN ADDITION TO TUITION: \$17.50

MAXIMUM ENROLLMENT: 24 to each section

MEETING TIME AND PLACE: Section A — 8:00 - 9:15 a.m., UC; Section B — 9:30 - 10:45 a.m., UC

### 2916 Physical Education 208 SKIING

J. Thieman

Staff

REQUIREMENT(S) FILLED: General University Core Requirement

COST IN ADDITION TO TUITION: \$45 course and lift fees

STUDENTS MUST PROVIDE OWN EQUIPMENT

MAXIMUM ENROLLMENT: 150

MEETING TIME AND PLACE: Lecture — 7:00 p.m., January 4, 9, 16, 23, A-101; Slope sessions — 12:30 - 10:00 p.m., January 5, 10, 12, 17, 19, 24

### 2924 Physical Education 210 SLIMNASTICS

Staff

REQUIREMENT(S) FILLED: General University Core Requirement

MAXIMUM ENROLLMENT: 50

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



2928 Physical Education 212  
**ADVANCED BADMINTON**

S. Adachi

REQUIREMENT(S) FILLED: General University Core Requirement

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 12:30 - 1:45 p.m., O

2936 Physical Education 225  
**CO-ED VOLLEYBALL**

Staff

REQUIREMENT(S) FILLED: General University Core Requirement

MAXIMUM ENROLLMENT: 48

MEETING TIME AND PLACE: 7:30 - 8:45 a.m., O

2944 Physical Education 237  
**SKIN AND SCUBA DIVING**

Staff

REQUIREMENT(S) FILLED: General University Core Requirement

COST IN ADDITION TO TUITION: \$30 optional fee for NASDS certification

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: CE: Lecture — 8:00 - 10:00 p.m., W, O-104; Pool sessions — 8:00 - 10:30 p.m., R, Pool

2948 Physical Education 245  
**SQUARE DANCING**

H. Adams

REQUIREMENT(S) FILLED: General University Core Requirement

MAXIMUM ENROLLMENT: 48

MEETING TIME AND PLACE: 8:30 - 10:00 a.m., Memorial Gym

3504 Physical Education 301  
**THE KINGDOME,  
 POWER, AND THE GLORY**

J. Kittilsby

D.M. Olson

The planning and management of physical education, recreation, and athletic facilities will be presented in this course. Guest lecturers and tours of many facilities (ranging in size from the Kingdome to playgrounds) in Puget Sound will augment class activities. Topics will include: general planning principles, common errors in planning and construction, crowd accommodation, concession operations, ticket operations, parking, athletic fields, fund raising, artificial surfacing, and trends in design. Consideration will be given to physical education and athletic facilities including tennis courts, swimming pools, playgrounds, and golf courses. Students will develop a course notebook, discuss questions, and do a course project focusing on planning-management of one facility. The evaluation will be based on contributions to class discussion, participation in class activities, compilation of the course notebook and work on the course project.

REQUIREMENT(S) FILLED: Interim and elective credits in physical education major

COURSE LEVEL: This course is designed for physical education and recreation majors, however, non-majors are permitted to enroll.

GRADING SYSTEM: H, P, No Credit

COST IN ADDITION TO TUITION: \$10 transportation fee for tours of facilities

INSURANCE NEEDS: The Students' Sickness and Accident Plan or evidence of similar coverage is recommended.

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 a.m. - 12 noon, O-103; students should also plan to have afternoons free (1:00 - 4:00 p.m.) for periodic tours.

3508 Physical Education 303  
**LEADERSHIP FOR  
 OUTDOOR MINISTRIES**

W. Jarvis

This course is designed to prepare leaders for camping, recreation, and retreat ministries. The course 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. It also will include camp craft, outdoor living and cooking, visitation and evaluation of several campsites, lectures, discussion, and specific projects related to problem areas. Students should plan to spend one week on campus and three weeks in various campsites.



3516 Physical Education 304  
**CARDIOVASCULAR FITNESS  
 — ASSESSMENT  
 AND PRESCRIPTION**

(2 semester hours)

G. Chase

The role of exercise in establishing cardio-respiratory fitness will be discussed. Topics include current cardio-respiratory training methodology (exercise prescription), use of the cardiac stress test, and a discussion of current concepts in the role of exercise in the prevention, diagnosis, and treatment of coronary artery disease.

The students in this course will be exposed to both submaximal and maximal tests of work capacity. Each student will be tested on a treadmill, bicycle ergometer, and step. All participants in the class will physically train and attempt to improve cardio-respiratory endurance over the 4-week period. Follow-up testing will be conducted and students will be asked to write up the results of the training assignment.

In addition to "active" participation each student will take a written examination over the material. There will also be opportunities during the Interim for each student to look at a variety of stress test results. Attention will be given to electrocardiogram tracing interpretation and analysis of other stress information.

**REQUIREMENT(S) FILLED:** Interim (2 credits) and P.E. major elective

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 10:30 a.m. - 12 noon, O-102

**REQUIREMENT(S) FILLED:** Interim and physical education major (recreation option)

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** The cost includes meals for 3 weeks off-campus, materials, and inter-campus travel. Transportation to base campsite is the responsibility of the student. \$100 for off-campus students; \$125.25 for on-campus students to cover the cost of board for 1 week on campus

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** First week — 8:30 - 11:30 a.m. and 1:00 - 4:00 p.m., O-106; 2nd, 3rd, 4th weeks — off-campus study and involvement at various campsites

Physical Education 308  
**SPORTS MOTIVATION**

(2 semester hours)

F. Westering

(See Supplement to the Interim Catalog)

3528 Physical Education 309  
**ORIENTATION TO  
 HOSPITAL REHABILITATION**

B. Schulz

This course is designed to familiarize students with an active hospital environment which treats both psychiatrically and medically infirmed patients. Emphasis will be placed on the efforts of the rehabilitation team including corrective, recreational, educational, industrial, physical, occupational, speech and hearing, and blind therapy. In addition to formal classroom presentations, students will be allowed to observe ongoing therapy in each rehabilitation setting. This class is designed for those students who feel they may have an interest in the rehabilitative health care field. Students will be required to compile a daily log of clinical observations. They will be evaluated on participation and a written critique at the end of the course. Students can become eligible to receive additional observational hours beyond the scope of this course if their interest so demands.

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** Students must supply own transportation to the hospital.

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage is recommended.

**MAXIMUM ENROLLMENT:** 10

**MEETING TIME AND PLACE:** 9:00 a.m. - 2:00p.m. (there will be a lunch break), Veterans Administration Hospital

Physical Education 310  
**DANCE CHOREOGRAPHY**

M. McGill

(See Supplement to the Interim Catalog)



3536 Physical Education 313  
**INTRO TO INTRA: WHY,  
 WHAT, WHEN AND WHERE OF  
 INTRAMURAL SPORTS**

(2 semester hours)

C. Auping

This course is designed to study the formation, organization and administration of an intramural program. The philosophies that underlie an intramural program will be examined and discussed; designing an intramural program based on these philosophies will then be a major emphasis of the class. Such items as activities selection, administrative personnel, structuring tournaments, scheduling, program evaluation, and awards will be studied. Students will also participate in a practical situation designing and administering an intramural activity during the Interim.

**BIBLIOGRAPHY:** Mueller, P., *Intramurals: Programming and Administration*; Selected articles from *JOHPER*; Selected readings in *Sport, Culture, and Society*, Loy and Kenyan, eds.  
**REQUIREMENT(S) FILLED:** 2 hours toward Interim; upper division P.E. major elective

**COURSE LEVEL:** All students — geared for those in education or recreation

**GRADING SYSTEM:** H, P, No Credit

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage is recommended.

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 1:00 - 2:30 p.m., O-105

3548 Physical Education 316  
**COACHING THEORY  
 OF VOLLEYBALL**

(2 semester hours)

S. Officer

Coaching techniques in volleyball will be the primary focus of the course. Offensive and defensive techniques, conditioning, drills, and psychological aspects of teaching this sport, as well as practical considerations will be covered. There will be practical experience, guest lectures and other outside resources. Students will be actively involved in drill work, playing strategies and the experience of competition. Each will complete a notebook on resources utilized, be well versed in the current literature, and be expected to do some outside observation of coached matches.

**BIBLIOGRAPHY:** Scates and Ward, *Volleyball for Teachers and Coaches*

**REQUIREMENT(S) FILLED:** Interim; coaching minor

**COURSE LEVEL:** This course is designed for those who are interested in coaching volleyball. Some playing experience in the sport would be helpful.

**GRADING SYSTEM:** H, P, No Credit

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage is recommended.

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 6:30 - 9:00 p.m., M-R, Memorial Gym

3544 Physical Education 315  
**PROFESSIONAL RECREATION  
 OPPORTUNITIES**

G. Lundgaard

The course is designed to acquaint prospective students in the field of recreation with the variety of vocational opportunities available in this interest area. Students will be able to visit, carefully observe, and consult with recreation specialists in city, county, state, industrial and private organizations providing various services to the Puget Sound residents. Daily field trips will be taken to visit such agencies as Pierce County Parks, Seattle recreation departments and centers, YMCA, YWCA, Boeing, Weyerhaeuser, Cascadia Diagnostic Center, Rainier School, Western State, American Lake Veterans Hospital, Fort Lewis, nursing and retirement homes, outdoor recreation and adult recreation programs. Particular emphasis will be given to purpose and philosophy, facilities, organizational structure, program content, and intern or vocational opportunities.

Seminars will be scheduled to supplement the field experiences with the instructor. Students will be expected to actively

participate in the seminars as well as to develop a resource notebook of the various agencies and to evaluate each type of instruction as to specific interest to the students. In addition they will develop two short lectures on assigned topics and complete the regularly scheduled tests.

**REQUIREMENT(S) FILLED:** Interim; elective credits in physical education major.

**PREREQUISITE:** A genuine interest in considering the field of recreation as a future vocation or a desire to see the scope of programs in recreation serving the interests and needs of the Puget Sound region.

**COST IN ADDITION TO TUITION:** Either private or PLU vehicles will be used to provide transportation for the field trips. A \$5 fee will be charged, and unused funds will be returned to the students.

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverages is recommended.

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 1:00 - 4:00 p.m., O-104



3 04 Physical Education 497  
**CORRECTIVE THERAPY  
 INTERNSHIP**

(4 semester hours)

D. Melena

This program includes lectures, laboratory experiences, and supervised clinical practices in corrective therapy at the Veterans Administration Hospital, American Lake, Tacoma, Washington. This program is primarily for students who desire to major in physical education with a corrective therapy emphasis.

RESTRICTIONS: Approval of Director, School of Physical Education is necessary.

MAXIMUM ENROLLMENT: 7

MEETING TIME AND PLACE: 8:00 a.m. - 12 noon, Corrective Therapy Department, Veterans Administration Hospital, American Lake

## POLITICAL SCIENCE

Political Science 304

### THOREAU AND FIRST AMENDMENT FREEDOMS

D. Atkinson

(See Supplement to the Interim Catalog)

5054 Political Science 307

### SCIENCE AND POLITICS: THE CONTROL OF TECHNOLOGY

(See interdepartmental listing)

### 3716 Political Science 464 INTERNSHIP IN THE LEGISLATIVE PROCESS

W. Spencer

The legislative intern program is designed to give students an opportunity to learn about the legislative process from the inside by working directly with a member of the Washington State Legislature. Through such work, students may engage in a variety of activities, from drafting bills to researching issues, from responding to constituent complaints to troubleshooting problems. It offers a unique opportunity to watch the interplay of legislators, lobbyists, executive agencies, and the general public in the processes of making laws and establishing public policy. Interns often have the opportunity to concentrate on subjects of particular interest to them or for which they have special skills and background.

The internship is open only to juniors and seniors who have been at PLU for at least one year. However, it is not restricted in terms of academic major or specialty. In fact, the scope of legislative activity provides potential opportunities to students in almost all areas of academic endeavor. Because the internship continues through the legislative session, interns are obligated to continue the program in the second semester.

Since the number of internships is normally limited, prospective interns are asked to fill out an application available in the Political Science Department office, Xavier. Further information may be obtained from the department or from the instructor.

Registration by approval of the department only.

REQUIREMENT(S) FILLED: General University Core Requirement

COURSE LEVEL: This course is designed for advanced students (juniors and seniors).

GRADING SYSTEM: H, P, No Credit

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: To be announced



## PSYCHOLOGY

3804 Psychology 309

### PSYCHOLOGY AND THE LAW

H.A. Marra

Anyone preparing for a career as a professional mental health worker, whether it be in the area of therapy, research, individual assessment, or program evaluation, has an increasing need to become familiar with the interface of psychology and the legal system. Our society is becoming increasingly litigious and all professions, including mental health, can no longer hide under a veil of "professional confidentiality" or special privilege. In addition, psychology graduates and other professionals are looking toward alternative career routes, and the area of forensic psychology is burgeoning. This course attempts to cover basic issues in "Psychology and the Law" to give the student exposure to the most recent rulings as they relate to the mental health system.

Topics to be discussed under the area of forensic psychology include, for example, the psychologist as an expert witness, privileged communication, commitment and hospitalization, guardianship determination, and assessment of competence. Other areas will include aggression and violence, foundations of police work, correctional psychology, psychological aspects of delinquent and criminal behavior, and the psychology of the victim. Several field trips will be scheduled during the course to acquaint students with agencies currently working with these issues. In order to cover the different areas which fall under the course heading, the class will be organized as a modified seminar class. This will include lecture presentations for half of each class period, with student contributions and class problem solving projects comprising the second half of each class meeting. Students will be evaluated both by the quality of their special project and by a final examination.

**BIBLIOGRAPHY:** Two texts to be selected from the following: Brooks, A., *Law, Psychiatry and the Mental Health System*; Brodsky, S.L., ed., *Psychologists in the Criminal Justice System*; Eldefonso, E., and Hartinger, W., *An Introduction to the Criminal Justice System and Process*

**REQUIREMENT(S) FILLED:** Interim

**RESTRICTIONS:** Junior, Senior or Graduate standing

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 30

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

## RELIGION

3904 Religion 300

### THE BOOK OF GENESIS

R. Gehrke

Ancient Israel's account in Genesis 1-11 of the Beginnings of World History will, of course, be the climax of this course. That study, however, will be preceded by a study of Genesis 12-50, Israel's account of the beginnings of her special History-of-Salvation, the story of the patriarchs.

Genesis 12-50 are basically family narratives: the Joseph Narrative telling about the quarrel which disrupted the peace of a family, the Jacob-Esau Narratives telling about the passionate rivalry of two brothers for success, the Abraham Narratives telling about a father and his long-awaited son. Topics related to the Patriarchal Studies which the student may pursue will include: The development of Contemporary Pentateuchal Studies, Basic Methods of Biblical Research, the Historicity of Israel's Remembered History, the Religion of the Patriarchs.

Major attention will be directed to "The Primer of History" (Genesis 1-11). Instead of limiting its attention to mostly the first three chapters (Creation and Paradise), this course will direct its attention to all of the Primeval History, as a whole and in its parts (including the genealogies, the narratives about the Deluge, Noah's Curse, The Tower of Babel). Among related topics will be The Historicity and Literary Nature of the Primeval History, Cosmic and Human Origins, Ancient Near Eastern "Parallels" to the Primeval Accounts, The Ethnic Divisions of Mankind, Genesis 1-11 in Modern Art and Literature.

The course will enable students to become acquainted with contemporary biblical studies as applied to this specific area. It will also train them in the practice of careful biblical study according to a disciplined methodology. Illustrated lectures, discussions with experts in related areas of science, art, and literature will add flavor to what will be basic biblical study.

Besides participating in the general class discussion of the daily work, students will choose several of the texts and topics for concentrated personal study, serving as resource persons for class discussions and writing two papers: one on a biblical text and the other on one of the related topics.

**BIBLIOGRAPHY:** Davidson, R., *Genesis 1-11*; von Rad, G., *Genesis. A Commentary*; Westermann, C., *Creation*

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 9:00 - 11:00 a.m., A-221

5062 Psychology 313

### SELF-REGULATION AND BIOFEEDBACK

(See interdepartmental listing)



3908 Religion 347  
**THE LAND OF THE BIBLE**  
 (See off-campus listing)

3916 Religion 375  
**THE UNFINISHED  
 REFORMATION: 16th  
 CENTURY DIVISION AND 20th  
 CENTURY REUNION**  
 (See off-campus listing)

3924 Religion 493  
**MAJOR CHRISTIAN AND  
 OTHER RELIGIOUS  
 THINKERS: THE LIFE AND  
 THOUGHT OF PAUL TILlich**  
 D. Knutson

Paul Tillich (d. 1965) was one of the foremost Protestant theologians and religious thinkers of the 20th century. His long career of teaching and writing began in Germany and continued in the United States after he was driven out of Germany by the Nazis. Tillich was not a theologian in a narrow sense of the word, but rather one who sought to understand and realize religion (especially Christianity) in both its power for the individual and its relationship to society and the historical situation. He saw his task as that of taking the received tradition of Biblical faith and correlating it with the questions of the contemporary world. A man of diverse and expansive academic and cultural interests, he found religion expressed in many aspects of individual and corporate life. A man of great personal vitality, his interactions with people throughout the world were intense and gave long lasting impressions.

The purpose of this course is to gain an understanding of Tillich by reading and discussing some of his writings and through that to have you raise and answer your own religious questions. Supplementary lecture and comment will be given by the instructor. Topics to be covered in the course will include Tillich's concepts of religion, faith, God, Christ, the Spirit, man, love, power, justice and courage. Attention will be given to the way Tillich develops an existential language of faith to "translate" the Biblical language of faith.

Requirements will include two short papers on the assigned readings, one designed to expound an idea in Tillich's thought, the other to encourage your own reflection in relation to one or more of Tillich's ideas. A third requirement will be either another short paper or an essay exam.

**BIBLIOGRAPHY:** Texts will be selected from the following: Tillich, P., *Christianity and the Encounter of the World Religions*; *The Courage to Be*; *The Dynamics of Faith*; *The Eternal Now*; *The New Being*; *The Shaking of the Foundations*; duplicated materials from his other writings

**REQUIREMENT(S) FILLED:** General University Core Requirement and Religion major requirement

**PREREQUISITE:** One course in Religion or consent of instructor

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

**COST IN ADDITION TO TUITION:** A modest charge for duplicated materials will be collected by the instructor at the end of the course.

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 9:30 a.m. - 12 noon, A-101; except for the first and last days, class will meet in the instructor's home at 12202 "A" Street South (3 blocks east of Harstad Hall)



## **SOCIOLOGY, ANTHRO- POLOGY, AND SOCIAL WELFARE**

4404 Sociology, Anthropology, and  
Social Welfare 300

### **THE CORPORATION AND SOCIAL RESPONSIBILITY**

(See interdepartmental listing)

4408 Social Welfare 303

### **THE HUMAN SERVICES**

W. Gilbertson

A field observation-participation course intended for students not majoring in social welfare or sociology, offering first-hand experience in what it means to be a "helping person" within an institution structured to serve persons who are "different."

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

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

4416 Sociology, Anthropology, and  
Social Welfare 306

### **DOES ETHNICITY HAVE A FUTURE?**

C.H. Brown

Scholars have been late in realizing that ethnic divisions are not going away. The directional model which predicts the disappearance of ethnic loyalties and their replacement with class and national ones increasingly appears naive. This course will examine the bases for the persistence of ethnic groups from the perspectives of several disciplines. It will examine such problems as the nature of ethnic groups, the structure of ethnic groups in "plural" societies, manipulation of symbols by ethnic groups, the "cultural division of labor," and ethnic politics. The emphasis will be on Third World countries with some reference to the United States. Each week a distinguished guest lecturer will discuss his research on ethnicity and the approach of his discipline to ethnic phenomena. Speakers from the disciplines of anthropology, sociology, political science, and history will discuss their research in Africa, Southeast Asia, South Asia, and South America. The seminars will encourage the participation of interested PLU faculty members and students in addition to students enrolled in the course. In addition to participation in seminars, students may elect either a program of reading or a research paper on a related problem.

**BIBLIOGRAPHY:** Barth, F., *Ethnic Groups and Boundaries*; Cohen, A., *Two-Dimensional Man*; Despres, L.A., *Ethnicity and Resource Competition in Plural Societies*; Kuper, L., and Smith, M.G., *Pluralism in Africa*; Schermerhorn, R.A., *Comparative Ethnic Relations: A Framework for Theory and Research*

**REQUIREMENT(S) FILLED:** Interim; meets requirement for non-western studies program

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

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 1:00 - 3:00 p.m., A-202

**BIBLIOGRAPHY:** Opportunity for selected reading material will be provided through the Rainier School Library.

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** Individual students will be responsible for the cost of the round-trip transportation to and from Rainier School.

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or evidence of similar coverage

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 9:00 a.m. - 3:00 p.m., Rainier School



4424 Sociology 309  
**LIBERATED LIFE STYLES**  
 M. Willis

The many changing social expectations today can lead to greater confusion as well as to greater freedom of choice for individuals. This course looks at the changing role expectations for men and women in today's world. The course allows students to discuss different perspectives and explore various options open to the individual today with a goal of evaluating and deciding how to increase options and self-actualization for men and women. Topics would include ways of increasing options in the following:

- Marriage and Parent roles
- Household roles
- Men's roles
- Women's roles
- Society

The class meets on campus three days a week. Evaluation will be by class participation in class discussions, by reading of materials for the course, and by submission of a paper discussing each person's view of a liberated life style. Assignments may include developing a list of policy recommendations which would increase the social options for living various life styles.

**BIBLIOGRAPHY:** Safilios-Rothschild, *Women and Social Policy*; The Family Coordinator, Oct. 1976, Issue on Fatherhood; Chapman and Gates, eds., *Women Into Wives*; Pleck and Sawyer, eds., *Men and Masculinity*; National Research Council, *Toward A National Policy For Children and Families*

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 1:00 - 4:00 p.m., TWR, X-112

4436 Social Welfare 475  
 4444 Social Welfare 476  
**FIELD EXPERIENCE**

V. Hanson

Supervised field work within an agency or institution; application/integration of knowledge, theory and understanding; development of techniques common to the social welfare field.

**REQUIREMENT(S) FILLED:** Other

**PREREQUISITE:** Permission of the instructor and Independent Study Card required.

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

**GRADING SYSTEM:** H, P, No Credit

**MEETING TIME AND PLACE:** To be arranged

4428 Sociology 312  
**SOCIOLOGY OF  
 ETHNIC HUMOR**  
 A. Clarke

The investigation of and concern for the nature of humor has a long intellectual tradition which we can trace from Aristotle through Hobbes, Kant, Freud and a host of psychologists, social psychologists, anthropologists and philosophers. Though sociology has traditionally had little influence in this area, this course is designed on the assumption that sociology can help us understand the phenomenon of humor. Against the backdrop of inter-ethnic relations and conflict, and the institutional and group processes therein, we can analyze the content, structure, social context and function of ethnically derived and/or related humor.

The recorded works of Redd Foxx, Bill Cosby, Dick Gregory, Don Rickles, George Carlin, Freddie Prinze (Chico), Cheech and Cheong, Martin Luther King, Jr., Malcolm X, Richard Pryor, LaWanda Page (Esther), Amos and Andy, Moms Mabley, Lenny Bruce, Jack Benny, Firesign Theatre, Mort Sahl, Godfrey Cambridge, Shelley Berman, Jose Jimenez, Two Black Crows, The Goldbergs and other old time radio comedians will be our primary sources of information in the first part of the class. We will identify the rise of ethnic dialects in the comedy of the twenties and thirties and the humor directed at European immigrants. An investigation of the traditional and contemporary nature of nonwhite humor will complete our historical survey. In the second part of the class we will focus our attention on such TV shows as All In The Family, What's Happening, Johnny Carson, Sanford and Son, etc... It is hoped that students will not only enlarge their knowledge of the scope and nature of ethnic humor, but will also gain a much better understanding of their own concept of humor.

Members of the class will be required to read the assigned articles in the reserve section of the library, to participate in group discussions and analyses, and to write a term paper.

**REQUIREMENT(S) FILLED:** Interim

**PREREQUISITE:** An open mind

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 10:00 a.m. - 12 noon, X-201



# *Imagination*







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# Imagination





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Pacific Lutheran University  
**INTERIM 1978**  
CATALOG SUPPLEMENT # ONE  
January 3-27, 1978



### REGISTRATION NOTES

Advance registration for Interim 1978 begins with appointment card distribution on Tuesday, October 18 at 9:00 a.m. at the Registrar's Office.

**NOTE:** Based on student opinion, appointment cards will be distributed randomly by class and not on a first come — first served basis. Therefore, it will not be advantageous for students to come early because the cards will be shuffled without regard to time and date.

The registration schedule is as follows.

#### By Appointment

October 24-26 Students with 80 hours completed  
October 27,28,31 Students w/48 hours completed  
November 1-8 ... Students w/less than 48 hours  
November 9-11 ..... Change of Registration

No appointment is required for graduate students. Appointment cards must be presented to register. While there is no charge to register in advance, you must have charges paid by the close of business on January 3. You will receive a billing in December.

Please note that the following course description replaces the one for BA 456 **Honors Seminar in Business Policy** which appears in the Interim Catalog.

0628 Business Administration 456

### HONORS SEMINAR

G.J. King

*Formulation and implementation of policy in business and government. Emphasis on analyzing impact of policies on various systems. Assignments will require the integration of traditional business functions and assessments of known and unknown factors in managerial decisions. The course will include field trips and counseling in the field in addition to situation and case analyses.*

*This course is open only to students with a GPA of 3.0 or more.*

**BIBLIOGRAPHY:** Steinhoff, D., *Small Business Management Fundamentals*; *Harvard Business Review Library* (in the library), selected volumes on business planning and policy formulation, social responsibility, and administration of non-business agencies; Cases from the Intercollegiate Case Clearing House in Cambridge, Mass.

**REQUIREMENT(S) FILLED:** Regular elective course in business which may be used as a substitute for BA 455, Business Policy.

**PREREQUISITES:** Senior standing in the School of Business Administration, or instructor's permission.

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

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

**COST IN ADDITION TO TUITION:** Costs beyond regular tuition will be reimbursed to students for certain field work.

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 9:00 a.m. - 12 noon, MWF, A-219 plus some field work.



## 1416 Economics 309 **SMALL, IS IT BEAUTIFUL?**

D. Vinje

Historically, Americans have held that small independent producers, be they farmers, artisans, businessmen, etc., illustrate the best of our country's heritage of individual freedom, dignity and equality of opportunity.

Yet, our economy today appears to be dominated by industrial giants capable of raising prices at will and powerful enough to negotiate as equals with the governments of the world. While many appear to regret this trend, we seem to view it as inevitable if we are to maintain our standard of living. Galbraith states that today small firms are characterized by low wages, long hours, out-dated technology and eventual bankruptcy.

However, Schumacher states that we have a choice as to our future way of life. He maintains that small firms are efficient, environmentally sound, and capable of surviving in a world of ever-increasing resource shortages. In addition, Schumacher states that in small scale cooperative organizations or firms, individuals can find jobs that give a sense of control over one's destiny, that re-enforce rather than trammel individual self-esteem and creativity.

Which portrayal of small firms is more realistic? Does a trade-off exist between economic efficiency and an economic system where individuals matter? These and related questions will be topics for discussion during the course.

The specific format will depend on student enrollment; however, it's anticipated that the course will consist of a combination of lecture, class discussion, and, if possible, the use of outside speakers and films. Students will be expected to present, as individuals or as members of a team, an oral report on a topic fitting the general theme of the course.

**BIBLIOGRAPHY:** E.F. Schumacher, *Small Is Beautiful: Economics As If People Mattered*; J.K. Galbraith, *Economics and the Public Purpose*; J. Vanek, *The Participatory Economy*.

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 10:00 a.m. - 12:00 noon, A-207

## 1706 English 101, Section C **COLLEGE ENGLISH**

S. Jansen

As a basic course in English composition, College English is especially designed to strengthen writing skills. But it should also do much more.

During this Interim, we will, then, review and strengthen the fundamentals of good writing. We will begin with a writing sample; as the Interim continues, we will work with basic essay structure, revision of paragraph and sentence structure, and diction. We will emphasize those areas in which students need the most work.

But in addition to these forms, we will be working with less formal rhetorical approaches. We will strengthen the personal and unique voice of each writer. We will experiment with memoir, autobiography, and description. We will use imagination-stretching exercises to bring freshness and individuality to all types of writing. A daily journal will serve as a place for experimenting with new writing techniques and strategies. By reaching out in new directions with fresh insights, we should come to face all writing assignments with more confidence and imagination.

Assignments will include essays, personal narratives, and a journal. We will write in class daily and will tackle frequent out of class assignments. In addition to the texts, readings will include essays on imagination, language, style, and form.

**BIBLIOGRAPHY:** Corbett, E., *The Little English Handbook: Choices and Conventions*; Trimble, J., *Writing With Style: Conversations on the Art of Writing*.

**REQUIREMENT(S) FILLED:** General University Core Requirement

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

**COST IN ADDITION TO TUITION:** \$1.50 for materials

**MAXIMUM ENROLLMENT:** 15

**MEETING TIME AND PLACE:** 1:00 - 3:00 p.m., A-210

## 1916 History 312 **JIMMY CARTER'S SOUTH: THE SOUTH SINCE 1925**

D. Soden

The phenomenal rise of Jimmy Carter in American politics has focused increased attention on the South as a distinctive region. Using the life of Jimmy Carter as a backdrop, the course will explore four specific dimensions of Southern life: race, politics, religion and literature. Each week during the Interim we will focus on one of these areas through the study of key individuals. We will be reading Carter's autobiography as well as biographies of Martin Luther King, Jr., Huey Long, and William Faulkner. The format will include lecture and discussion centered on required reading. A paper will be required at the end of the course.

**BIBLIOGRAPHY:** Carter, J., *Why Not The Best*; Warren, R.P., *All the King's Men*; Howe, I., *William Faulkner*; Lewis, D., *King: A Critical Biography*; Cash, W.J., *Mind of the South*.

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 8:00 - 10:00 a.m., A-208



2528 Modern and  
Classical Languages 319  
**THE CONTEMPORARY  
LATIN AMERICAN NOVEL  
IN TRANSLATION**

J. Predmore

The present century has witnessed an extraordinary production of literature coming from Latin America. The conferring of two Nobel Prizes to Latin Americans within the last ten years readily testifies to the growing recognition that this literature is acquiring throughout the world. In no field of literature more than the novel, and particularly in the last fifteen to twenty years, has this phenomenon been more in evidence. The purpose of this course will be to acquaint the student with a small selection of these novels.

The emphasis in the course will be on both the formal, literary aspects and the social, historical aspects related to each novel. The first two meetings will deal with background information necessary to the understanding of the contemporary Latin American novel and the authors being studied. Class discussion will constitute the remainder of the Interim period with the exception of the last two or three meetings which will be devoted to student reports on some aspect of the novels read. The students will be evaluated on the basis of class participation and their oral and written reports at the end of the Interim period.

**BIBLIOGRAPHY:** Sábato, E., *The Tunnel*; Fuentes, C., *The Death of Artemio Cruz*; Flora, M.V., *The City and the Dogs*; Márquez, G.G., *A Hundred Years of Solitude*.

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 11:00 a.m. - 1:00 p.m., A-211

2748 Philosophy 221  
**MORAL PHILOSOPHY**

J. Nordby

This course will be an introduction to some major moral systems of Western Civilization, intensive critical examination of these moral theories, and critical application to selected moral problems. Topics covered will include: 1) the philosophical study of morality; moral problems and ethical theories, 2) ethical theories and arguments, 3) arguments; logic, definition and clarification, 4) specific ethical theories; clarification, evaluation and what they entail for particular moral problems: moral relativism, Hedonism, Utilitarianism, Rationalism, Naturalism, Kantianism, Existentialism.

The object of this course is to introduce the reading and writing of philosophy through the presentation and evaluation of various ethical theories. The course is designed to help one begin to clarify and critically evaluate noted ethical theories and to see what solutions particular ethical theories entail for particular moral problems. The practical object of the course is for one to appreciate the conceptual difficulties of morality and to make reasoned moral judgments.

Written work will consist of two short papers; one an attempt to clarify and critically evaluate a proposed ethical theory, and one an attempt to explore what a particular ethical theory entails for a particular moral problem; and two exams, both covering material from the text and from lectures. There may be one or two diagnostic quizzes. Oral work will consist of participating in class discussions and an optional oral presentation of one of the papers.

**BIBLIOGRAPHY:** Davidson, R.F., *Philosophies Men Live By*; and selected original sources from the works of Plato, Mill, Aristotle, Kant, Kierkegaard, and selections discussing particular moral problems such as euthanasia, animal rights, pornography, abortion, preferential hiring, sexual practices, etc. This material is available in the Library.

**REQUIREMENT(S) FILLED:** General University Core Requirement

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

**MAXIMUM ENROLLMENT:** 35

**MEETING TIME AND PLACE:** 1:00 - 3:00 p.m., A-200

3534 Physical Education 310  
**DANCE CHOREOGRAPHY**  
M. McGill

This course is designed to bring new insights into dance choreography by providing intense classes of modern dance technique, improvisation and composition in which students will explore an in-depth study of dance. There will be an informal presentation of student choreography at the end of class.

Students will be evaluated on class assignments, including compositional studies and one related creative art project.

**BIBLIOGRAPHY:** Ghiselin, B., (ed), *The Creative Process*

**REQUIREMENT(S) FILLED:** Interim

**COURSE LEVEL:** This course is designed for those students interested in an intense dance experience.

**GRADING SYSTEM:** H, P, No Credit

**INSURANCE NEEDS:** The Students' Sickness and Accident Plan or similar coverage is recommended.

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 10:00 a.m. - 12 noon, 1:00 - 2:30 p.m., Memorial Gym



3704 Political Science 304  
**THOREAU AND FIRST  
AMENDMENT FREEDOMS**

D. Atkinson

The First Amendment to the Constitution, with its guarantees of free expression, religious freedom, and free association, among other rights, is frequently assumed to be both the essence and legal guardian of American liberty. But is it? To what extent does the First Amendment protect one's rights to alternative life styles, to remain aloof from the political system, or to resist authority? Is the First Amendment a sop to political deviance? Is the First Amendment even relevant to the demands of modern life? These and other questions will be addressed primarily through perspectives provided in the writings of Henry David Thoreau, a figure whose political ideas are often acknowledged as the most forceful statement of personal freedom in American political thought. Yet, a strange mosaic of impressions merely begins to explain his brand of politics: transcendentalist; temperate revolutionary; humanitarian; libertarian; pragmatist; and naturalist. Through these philosophical frameworks, Thoreau asserts not only the right to personal liberty, in myriad forms, but an obligation to provide for the fundamental needs of humankind. Not always consistent (individualists need not be), Thoreau offers unusual and challenging political norms for the contemporary world as well as modern civil libertarians.

Class format will consist of informal lectures and discussions, independent (tutorial) study, and student presentations. Students will be evaluated on the basis of class involvement, one examination, and a paper presented orally in class and in writing to the instructor.

**BIBLIOGRAPHY:** Thoreau, H.D., *Reform Papers*; selected Supreme Court cases.

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 11:00 a.m. - 1:00 p.m., A-210



# INTERIM 1978

## CATALOG SUPPLEMENT # TWO

January 3-27, 1978

### ADDITIONAL COURSES



1918 History 313

#### CHINESE CONVERSATION, CALLIGRAPHY AND CUISINE

M. Rozanski

The purpose of this course is to introduce the student to salient aspects of Chinese culture and civilization. It will focus on the origins, forms and the present character of spoken and written Chinese. It will also examine the cultural matrix within which language and other features of Chinese civilization (such as her cuisine) developed. During the course, the student will be exposed to approximately 150 Chinese characters which she/he will learn to pronounce, read and write. Class time will be allocated to cultural appreciation, Chinese language drills and calligraphy exercises using Chinese ink and brush. Interspersed throughout the course will be intellectual and gastronomical forays into the ethereal world of Chinese cuisine. Students' responsibilities will include: the ability to read and translate several passages from Chinese into English and from English into Chinese; a sample of Chinese calligraphy; and expertise in several Chinese dishes. The instructor (and in the case of the gastronomic delight, the students) will critically evaluate these accomplishments as the basis for passage into the world of Chinese culture and civilization.

**BIBLIOGRAPHY:** Peking University Faculty, *Modern Chinese: A Basic Course*; D. Bodde, *What and Whither: China's Cultural Tradition*.

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**MAXIMUM ENROLLMENT:** 40

**MEETING TIME AND PLACE:** 10:00 a.m. - 12 noon, Columbia Center

1514 Education 307

#### CREATIVE MEDIA

L. Stein

**STUDENTS AND FACULTY:** The University, through the instructional facilities of the Library would like to acquaint both faculty, staff, and students with some of the capabilities for media presentations here on our campus. Ideally, a student will be paired with a member of the faculty to form twelve teams. As a result of instruction and/or practice, the members of the class will be able to operate projectors of film, filmstrip, and transparencies, practice lamination techniques with chartex, sealamin, and drymount tissue with materials they have collected or compiled. They will be able to create masters for diazo and thermofax production on the ozalid and thermofax machines. Numerous other techniques will be included in the class.

In addition to the above, students will complete additional projects of their own interest. Students will be evaluated upon a presentation of the media of their choice, and upon their competence in operating and using other techniques.

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** \$10 charge collected by instructor or provide own materials.

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 9:00 a.m. - 12 noon, Library Media Room

5094 Art/History/Nursing 301

#### THE BODY BEAUTIFUL

C. Lawrence

**Purpose:**

A) To provide an opportunity for the student to experience, see, and depict the nude human figure, B) to provide and promote interest in the historical artistic and scientific study of the human figure in western culture, C) to encourage an acceptance of the differences and appreciation of the beauty of the human figure (both the figures of others and oneself).

**Subject Matter:**

A consideration of the Human Figure, its superficial anatomy, man's view and study of it throughout the history of the Western World. The course will emphasize history of anatomy, history of artistic conception of the nude form, and related philosophical concepts. Program of topics will include Primitive Man, Pre-Hellenic, Hellenic, Medieval, Renaissance, 17th, 18th, 19th Centuries, Anatomy and Medical Illustration Today and Tomorrow. In exploring current thinking, students may consider such topics as self-image, body language, touch, and the dance.

**Off-Campus Study:**

Trip to the University of Washington Medical School's Rare Book Room to see ancient anatomies and hear a talk by a noted medical illustrator.

**On-Campus Activities:**

Implementation illustrated slide lectures, seminars, and figure-drawing studios. Guests include an anthropologist and films on Primitive Man, anatomist (President Rieke), dance presentation, and National Geographic Film — "Man: The Incredible Machine." These varied activities provide opportunities for the student to see, experience, depict, and talk about the human figure.

**Assignments:**

Students are assigned weekly readings in art and anatomy history. Other assignments include two brief essays (at beginning and end of course), a paper based on library research on a topic related to the course, and evidence of improvement in drawing.

**Evaluation:**

A passing grade is made by the student who attends class and studio, reads, and hands in all assignments on time. Guidelines for essays and guidelines and a proposal for the research paper are designed to assure standards of scholarship.

**BIBLIOGRAPHY:** (partial) Berger, A., *Elementary Human Anatomy*; Clark, K., *Leonardo Da Vinci*; Lockhart, R.D., *Living Anatomy*; Memmler, R.C., *Structure and Function of the Human Body*; Nicolaides, K., *The Natural Way to Draw*.

**REQUIREMENT(S) FILLED:** Interim

**GRADING SYSTEM:** H, P, No Credit

**COST IN ADDITION TO TUITION:** \$10 studio fee (paid in the business office), \$3.50-\$10 materials (depending on student desires), under \$5 for text, transportation to Seattle will be in a student car pool

**MAXIMUM ENROLLMENT:** 14

**MEETING TIME AND PLACE:** 9:00 - 11:00 a.m., MWF, Library 106 for lecture and seminar; 1:00 - 3:00 p.m., M, Library 106 for seminar; 1:00 - 3:00 p.m., WF, IN-126 for studio.



## CANCELLED COURSES

Please note that the following courses are cancelled:

0824 Communication Arts 318

**MASTER CLASS:**

**THE ART OF MIME**

0828 Communication Arts 319

**MASTER CLASS:**

**THE ART OF MIME II**

1908 History 310

**JAPAN, PAST AND PRESENT:**

**A CULTURAL AND**

**HISTORICAL EXCURSION**

## GENERAL INFORMATION

### CLARIFICATION:

- \* Students enrolled in 3544 Physical Education 315 PROFESSIONAL RECREATION OPPORTUNITIES **must** be available to meet from 9:00 a.m. to 3:00 p.m. to work on field trips.
- \* Physical Education 208 SKIING requires a \$45 course fee *plus* lift fees.
- \* Please note that one 2-hour class does not meet one of the Interim requirements. If you wish to fill one of the Interim requirements you must take either one 4-hour course or two 2-hour courses.
- \* The following classes require a tally card which should be picked up from the instructor and submitted to the Registrar's Office when registering:  
5050 Biology/Earth Sciences 318

### **CORAL ISLAND BIOLOGY, GEOLOGY**

B. Lowes

2724 Nursing 314

### **TRANSCULTURAL AWARENESS: AN EXPERIENTIAL WORKSHOP IN HAWAII**

B. Carter

J. Myrabo

### **CORRECTION:**

- \* Please note a grading change for course 1728 English 305, GROWING UP IN THE NOVEL, C. Bergman, to H,P, No Credit
- \* Please note the new SCN's for the following courses:  
Physical Education 204 BOWLING  
2908 Section A — 8:00-9:15 a.m., UC  
2914 Section B — 9:30-10:45 a.m., UC  
Education 320D  
INDEPENDENT STUDY  
1538 1 hour credit  
1544 2 hours credit  
1546 3 hours credit  
1548 4 hours credit  
Music 317  
INTENSIVE PERFORMANCE  
2616 2 hours credit  
2617 4 hours credit



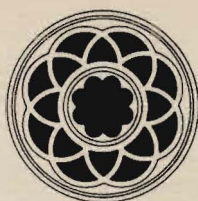
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Pacific Lutheran University does not discriminate on the basis of sex, race, creed, color or national origin in the education programs or activities which it operates and is required by Title IX of the Education Amendments of 1972 and the regulations adopted pursuant thereto and Title VII of the Civil Rights Act of 1964 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 G-28 Harstad Hall, Pacific Lutheran University, telephone 531-6900 extension 397, 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 531-6900 extension 433, for matters relating to student admissions, curriculum, and financial aid.
3. The Director of Minority Affairs, Room A-113 Administration Building, Pacific Lutheran University, telephone 531-6900 extension 443, for matters regarding administrative policies relating to students, student services, and the student grievance procedure.
4. Or the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

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





PACIFIC LUTHERAN UNIVERSITY

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Tacoma, Washington 98447

