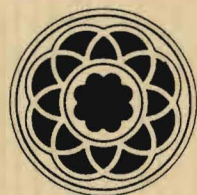


1983 INTERIM CATALOG

HERITAGE

JANUARY 3-28, 1983

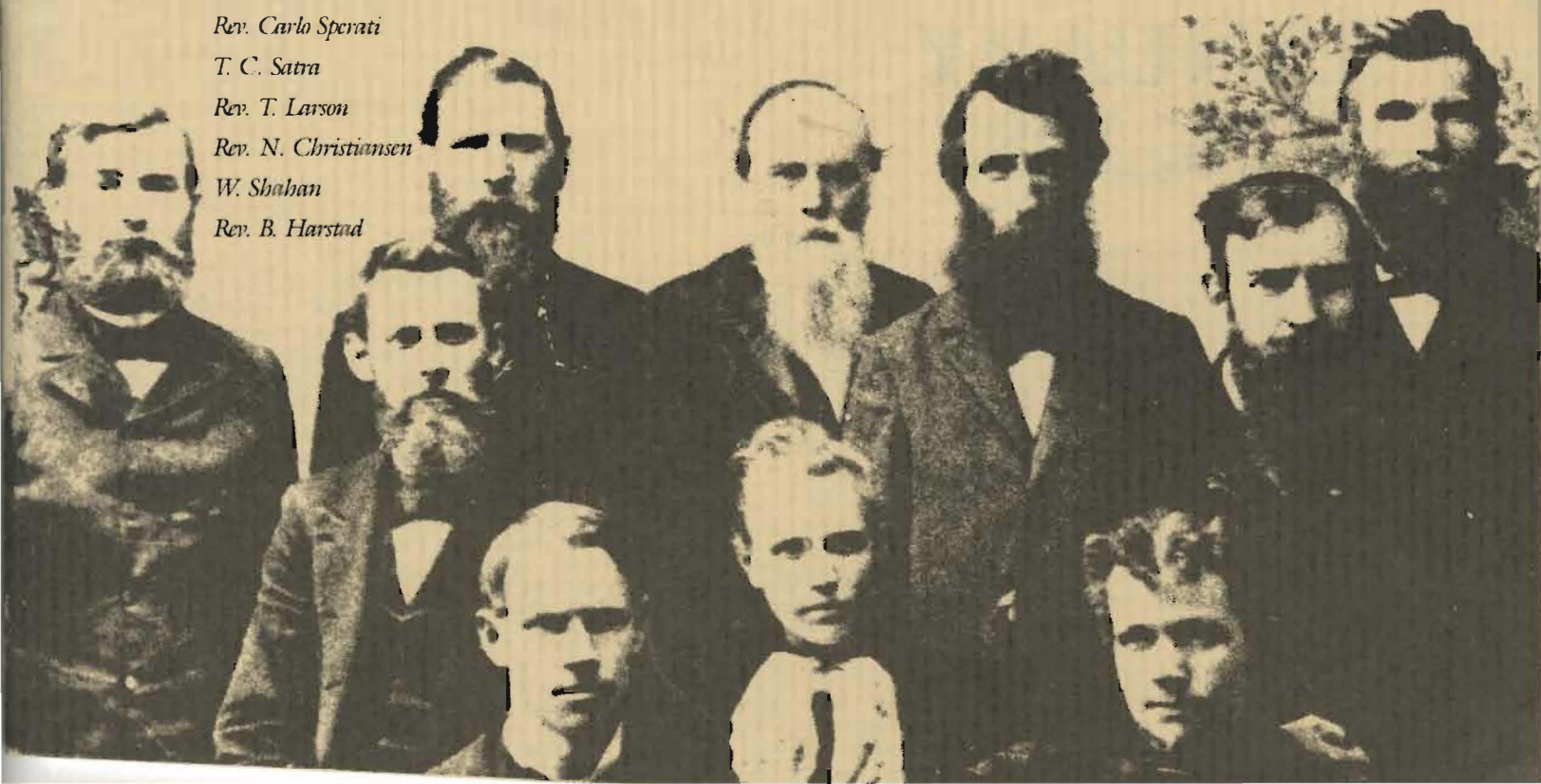


PACIFIC
LUTHERAN
UNIVERSITY

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Mrs. Carlo Sperati
Miss Sophie Peterson*

First Faculty 1894

*2nd Row: Rev. Ballestad
Rev. Carlo Sperati
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W. Shaban
Rev. B. Harstad*



Our Theme . . .

HERITAGE

As Pacific Lutheran University approaches the centennial of its founding, it is appropriate to reflect on the variety of changes that the PLU family and the Pacific Northwest have experienced since 1890. While many changes in our society and culture and, indeed, in higher education, have occurred, a centennial anniversary provides a unique opportunity to renew an appreciation of the traditions and values that have shaped our identity and our self-understanding. Hence our Interim theme focuses on our heritage.

The Pacific Northwest is a community rich in its people and made interesting by the diversity of their backgrounds. It is an area of many heritages. This Interim we shall celebrate the traditions and histories of our friends and neighbors. Many classes and lectures will focus specifically on aspects of this theme. Throughout January films, concerts, lectures and other events will highlight the traditions of our ancestors from Europe, Asia, the Americas, Africa and the Pacific.

**JANUARY
3-28, 1983**

**INTERIM
CATALOG**

Commonwealth

Vol. XXIX. No. 52.

SATURDAY, AUGUST 9, 1890.

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[Noted as second class matter.]

RECENT attempt of Mr. Wanamaker to send "The Kreutzer Sonata" from Germany through the mails, and the arrest of the agents of the American News Company for selling this and other books of a character on the ground of their being a perversion of purity, is a new development in American life. Certainly every one should be glad for every wise effort to preserve purity, but it is a question whether this is a wise effort. The detour of books in passing through the mails, to prevent the literature from being impure, serves simply as a strong advertisement of the book. To carry the point that a book must be forbidden the sale must be forbidden. This is not a complete European conception of the press. This is a measure which Americans hardly take kindly to, and which is a matter difficult to carry out. It seems for example a strange moral that that forbids Tolstoi's "Kreutzer Sonata" and ignores Zola's and other able works. The true friend of purity will work to raise the moral tone of the community to the end that it may defend the pure. Pure literature alone cannot be made profitable, and purity cannot be protected or defended by act of Congress. In connection we are glad to notice that the recent brave defence of the schools by the teachers and the schools teach goodness;

Considering that our soldiers shed their good red blood that the slave might become a man and a brother, this movement to get the colored soldiers into a separate Grand Army organization partakes of the ridiculous. But the organization knows its own business, and no outsiders need advise.

The poor babies! They are dying off by scores, of the dread cholera infantum, and the summer of 1890 will be a dark, dark summer to hundreds of bereaved parents. At whatever cost give the babies fresh country air, and feed them with nothing that is not the purest and best. There is nothing in life so hard to bear as unavailing regrets.

The President's flag, with its white eagle and white stars will fly from the east flag-staff of the State House next week, while the Governor's flag, white, with the State coat-of-arms in the centre, will be displayed from the west flagstaff. It takes a great occasion to bring out those two national flags. Salute, all.

It is good evidence of the solidarity of the nation and the good sense of "the new South," that the proposal of the Atlanta Constitution to boycott all woolen goods in the case of the passage of the Lodge Federal Election Bill, has fallen into universal opprobrium and contempt. The day is long past for the revival of such sectional feeling as that. Be the Federal Election Bill wise or unwise, the South will not commit the suicidal act of trying to boycott the North. It would simply protest against the measure and strive for its repeal in another legislature. The proposition of the Constitution has made a little talk but nothing has resulted. At the close of the war the curtain rang down on the sectional feeling act. They are true neither to North nor South, who try to raise that blood-red curtain.

All the royal family of England have some artistic pursuit. The Queen is musical, paints, models, and is learned in lace. The ex-Empress Frederick pursues both sculpture and painting. The Prince of Wales understands ceramics, bronzes, and bric-a-brac. The Duke of Edinburgh is a violinist, and a collector of postage stamps and other curios. The Duke of Connaught studies the art of war with enthusiasm, and gathers coins, autographs, and Oriental treasures. The Duke of Albany was a Shakespearean scholar and collector. The late Princess Alice, Princess Christian, and

DIPLOMATIC CIRCLES in Europe to-day are unusually alive over the relations between all the powers. The recent excitement in Bulgaria has called attention to the Eastern Question, and the recent visit of the Emperor to the Queen sets every tongue to wagging upon the various unsettled questions between France, Germany, England and Russia. France and England seem just now especially at variance. The French object to the English protectorate over Zanzibar, and claim that it is a violation of an agreement to guarantee the independence of the Sultan of that country. The English on the other hand do not take kindly to French occupation of Tunis. Besides this, there is the question of the Newfoundland fisheries.

THIS WINTER will be a good time to fall ill. Five thousand doctors now consulting together in Berlin ought to get wisdom enough to heal everybody when they reach home. Five hundred of the number are Americans. They will bring to the medical congress as much light as they will receive. Prof. Virchow has recently declared that American physicians lead the world in several departments, notably in surgery and dentistry, and these are among the most progressive departments that exist. America is winning for herself a commanding place in the world of science. She has always been progressive; but her scholars are now learning that carefulness and patience with progressiveness make the true scientist.

BOSTON is preparing to give a royal welcome to the boys in blue. The city will be remembered by her guests as the city of hospitality. Some little mistakes are usually incident to all large undertakings, but when Boston sets about it she knows how to carry through a large enterprise, and in this case the entire city is interested in making Encampment week an unalloyed success. The subscriptions to the guarantee fund have been more than generous; already the streets are taking on a festive air; all plans have been well matured; large arrangements for hall and entertainment, and small arrangements for giving information at the established depots, even the dispensing of lemonade by the Woman's Relief Corps on the day of the procession, all is ready or will be ready for the veterans. The COMMONWEALTH, that has always stood for the cause of liberty and union, gives the soldiers wel-

THE REPUBLICAN PLATFORM adopted in the West by the Nebraska conventions are the departures. In place of the states and generalities, the Republicans resolved that the matter connected with the binding-twenty should be placed in the State while the Nebraska convention upon the railroads was explicit. The country is seeing that some be done, and the Republican party is going up to the work. The party has been for progress in the past, and the party of progress for the future. The Australian ballot system and the books. The Republican party will be true to its traditions to be true reform in these growing days.

THE FARMER'S ALLIANCE is coming and more into prominence both South. Without going into the politics, it may seriously affect the politics of both parties. What affect most, it is hard to say; in it will draw mainly from the North in the North more from the Republic. In certain states it may carry it. It promises to do so in South and there is some possibility of so in Kansas. Mr. Blaine sees and has written favoring in positions. The farmer vote for more than ever this year. combinations with one party in and with another in another, it may come to have the balance. It is time that more attention to farm interests. Mr. Blaine in the right direction.

SECRETARY BLAINE is still the political interest. We hope that not yield to the pressure brought by the Reed-Harrison, McKimble. We believe that Mr. Blaine is right and that he represents the of the oldest and best members of the Republican party. Protection must be reasonable protection if it is to succeed in the country. The extreme McKimble and Mr. Reed by his continued are in danger of dividing the party. Signs of dissent multiply on both sides. With Mr. Blaine in open Mr. Edmunds restive, Mr. Plumb's default, even Mr. Davis voting

AN IDLER'S NOTE-BOOK.

The idler's trade is hardly learned, when it must once more be exchanged for that of showman. The thrifty manager, always with an eye drachma-ward, sees in next week's invasion a capital excuse for kindling the footlights at least a fortnight earlier than is their wont; and the kindling of the footlights, like the kindling of the hill fires of old, signals the gathering of the clans of critics;—"the noble army of martyrs" some one called them, lately; and verily with the thermometer ascending evermore that name was not ill-named.

For the newspaper worker to learn the trade of idling, is as for humanity in general to learn the trade of living: a deal of work spent on an occupation so soon to be foregone—yet who knows? Let us be optimistic, my friends, though we melt and trickle away in the attempt. The trade of living once learned, may be practised under, who shall say what bright conditions, the other side of that mist into which the things of earth dissolve away. And there may come a summer when the trade of idler, once learned, may be practised through long and blissful weeks, in which the manager ceases from troubling and the wicked—I mean the critic—but they sound so curiously alike, to be sure,—is at rest.

Speaking of new literary acquaintances, reminds me that the Kipling craze still holds me in its spell, and waxes rather than wanes with more prolonged acquaintance with him. What an amazing study is his "Story of the Godsby's!" As passionately full of purpose as Ibsen, yet how much saner and cleaner: as prodigally humorous as Dickens; as light of touch and snarling of verbosity as De Maupassant; as stern as life itself, with its pitiless, paradoxical, searching questions with no suggested reply.

If Kipling could lay claim to genius on no other score, still could he claim it for his marvellous choice of quotations with which to head his chapters. "Choice?" I am not so sure. I have my dark suspicions that certain of these passages so conscientiously enclosed in quotation marks are about as justly attributable to outside wit as were certain of Scott's early Scottish ballads, or the surprising historical narratives which Mark Twain's old gentleman used to manufacture authorities for. When I see "gypsy song" or "Hindu proverb" stand up after some prodigiously apropos and graphic and poetic rhyme or saying, I am inclined to believe that Mr. Kipling is more familiar with it than ever was Hindu or gypsy. But what does it matter, when among such bits, one chances on such lines as these—lovely great winds of the open blow through them, and how honest they ring, and simple-human and sweet!

"The wild gray hawk to the whil's wept sky,
The deer to the wholesome world;
And the heart of a man to the heart of a mule,
As it was in the days of old!"

But no more idling, even in Kipling's royal company! Let us close the Idler's Note Book, and conscientiously adjust upon the perspiring nose, critical spectacles through which to gaze upon the new succession of Fleeting Shows!

DOROTHY LUNDY.

STAMINA.

Mark Twain, in speaking of the coyote, says, "The meanest creatures despise him. He is so spiritless and cowardly that even while his exposed teeth are pretending a threat, the rest of his face is apologizing for it." There are just such characters among men. They are deficient in the elements that give stability. They have no minds of their own. They lack in self-respect, fortitude, and courage. They depend on others and waste their lives in trivial pursuits. They are victims of superstition and fear. They require overseers, guardians, administrators. They are childish in their likes and dislikes, their desires and ends. Aimless, objectless, void of interest in worldly and spiritual affairs, they are looked upon with contempt or pity as of no account. It is this class of the community that is attracted by empty and deceptive appearances, seductive promises, and swindling schemes. Chromos, prizes, lotteries, ostentation, unmanly ways of doing business, enacting laws, catering to lower propensities are evidence of a boneless state of society to be compassionated and deprecated. What the new civilization proposes to do is to multiply the number of live people, who have physical vigor, mental clearness and moral stamina to know what they want and to attend to it. Soothsayers used to laugh when they met at the way they were humbugging the people, and in these days there is a good deal of smiling at manners, customs and usages appropriate to the infancy of our race. We do not charge the church, the state, the market, the press with intentional catering to human frailty, but leave it to themselves to sit in judgment upon their admixture of innocence and guilt; but the fact remains that rituals for public worship, ordinances for civil conduct, business methods, and editorials need bracing up with more truth and righteousness to stimulate manliness, self-respect, and fortitude in the community. Litanies which apparently seek to influence the Deity by their importunate cries, the want of adequate subsistence which cringes at the feet of the inordinately rich, do not stimulate self-possession and energy. The whole tendency of worship and of mutual dependence should be towards freedom, stability and strength of character.

Paternalism and especially Maternalism is apt to miscarry if kept up too long. Children who from the beginning learn to rely upon themselves acquire a firmness of texture, a force of character, a commanding presence, a self-satisfaction, a position in society, impossible to those who are taught or forced to believe that they can do nothing of themselves, but must have everything done for them. Whether Romanism in religion or Nationalism in government is infected with that excessive maternalism which perpetuates babyhood is a fair question, but the eternal laws of God and nature are clearly on the side of self-development, self-reliance, individual enterprise, and universal freedom to act out oneself. Charitable organizations, co-operative labor, co-education, political economy are striving as never before to develop manhood and womanhood, to elevate the aims and ends of existence, to encourage the ambition to improve each one's condition, to supply tools and opportunity to do justice to human faculties, but they who would be free must strike the blow for themselves. We can and should help each other, but not do each other's work. Each one must do or die. Remember what Mark Twain says...

HERE IS AN OPPORTUNITY FOR EVERYBODY.

Do Not Throw Away Money in Lotteries; You May Have Chances Without any Loss by an Investment in European Government Premium Bonds.

The well-known and old-established Banking firm of E. H. Horner, of New York, has established since a number of years a Bank house at No. 66 State Street, Boston. The specialty of the firm is the sale of European Premium Government Bonds, an investment, which holds out superior advantages to any other securities offered in the markets of this country. The peculiar feature of the securities in question is the manner in which they pay their interest, without any material difference from other bonds or securities. Instead of paying the interest by means of coupons to every holder of a bond, the Governments issuing the bonds divide the dividends in drawings in shape of premiums. The drawings are held periodically and the premiums range in size from \$100 to \$100,000 so that the holder of any of those bonds may receive \$10,000 more as a premium than the amount originally invested.

To explain the nature of these bonds more fully, we call attention to the fact that they are in no manner to be compared with any lottery scheme of this or European countries. The European Premium Government Bonds provided in the instalment department of Mr. E. H. Horner are openly and largely bought and sold on every prominent exchange in Europe, are recognized in every business city in the world and negotiated by every responsible banking house; any holder of them may sell them at any time and everywhere no matter how many drawings they have participated in; the owner of such bonds can thus never suffer any loss and has beside this absolute security of his investment the chance that he may get as a return ten thousand times more than invested.

So much of the chances.—Certainty however is that every bond must be redeemed by the Government, with its full nominal value and must bring a premium, which in the worst case is the interest of the face value from the time of the issue of the bond up to the time when it is redeemed.

The firm of E. H. Horner sells as a special and highly recommendable investment various groups or combinations of these bonds on instalments and for cash. The smallest one of them is a combination of five bonds which offer twenty-eight drawings every year. This series is sold on instalments for \$100, payable in monthly instalments of \$5 each. Another group of eight bonds is sold for two hundred dollars, payable in instalments of \$8 each. This group has forty-two drawings every year.

Still another investment held out is a combination of ten bonds for five hundred dollars, payable in instalments of \$12.50 each. The most of the bonds of the latter group bring a good sized interest direct, which benefits the buyer on instant from the time he makes the first payment, and the group offers high chances in 46 annual drawings. On all the investments mentioned the cash bonus...

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

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AUGUST 9, 1890

COMMONWEALTH.

LOOKING FORWARD.

[Under this head will be published articles, original and selected which will interest students of social science. Especially, as we believe, will this department interest those who believe that the Republic itself or the Commonwealth is right in taking up many duties for which kings and emperors have to engage the services of private corporations.]

Suffering of the Poor in Japan.

Paul Schraumm, a merchant of Tokio, Japan, says in regard to the failure of last year's rice crop in Japan: "In consequence of the failure, starvation is reported in all the large cities of Japan, and the number of deaths for want of food in Tokio alone was great. There had also been for some time prior to my departure, July 6, an average of ten cases of exhaustion a day. In the big cities men fell in the streets from exhaustion, and so often that the sight became a common one. Of course this sad situation exists solely among the poor—the rich, those that can be comfortable in the midst of such want, get along as well as ever. But while this misery is due directly to the failure of the rice crop, the situation is greatly aggravated by the speculators, who have bought up all the rice, and the price is 100 per cent greater than it was one year ago. And still, notwithstanding the high price and immense profit, the speculators refuse to sell, hoping for a failure of the present crop, when the price will advance much higher. Some weeks before I left the government, through brokers, purchased 30,000 tons of rice abroad from China and India. But, foolishly, the Government ordered that the rice be sold at auction. This was just what the speculators wanted, for they outbid the poor and locked up the precious grain in their storehouses. Posters threatening the lives of the speculators if they refuse to sell the rice are daily put up in the exchanges. The shortage was due to the destructive typhoons which last year swept over the island. The present crop is in good condition, but should there be a recurrence of the typhoons the crop will also be destroyed."

SPAIN is undoubtedly passing through a serious crisis. Sagasta's recent resignation, for causes not wholly clear even in Spanish political circles, points to some secret insecurity, and it is now stated that the Bank of Spain has very nearly reached the limit of its note issue. Undoubtedly the crisis is a financial one. Spain's financial condition has long been a doubtful one, and is growing serious. She needs a strong hand at the helm. The Queen Regent is surrounded by military officers and court influences more favorable to intrigue than to statesmanship. Canovas, the new Premier, has certainly difficult problems upon his hands.

These closed mansions would make fine points of vantage from which to view the parade, and footsore pedestrians will look enviously at their windows, when "the band begins to play."

The electrophone was invented by Voltaire, 1775, and the condenser by the same physician in 1782. In 1786 Galvan made the discovery which led to the addition of a new branch to the same, which bears his name, Galvanism. In 1787 Coulomb, by means of his torsion balance, investigated the laws of electric attraction and repulsion. In 1837 Faraday, and in 1847 Annesley published researches on induction and designed hydro-electric machines. Then came the practical work of electricity by Edison, Lane, Fox, and others which gave the world electric light and railway motive power, telegraph communication, telephone usefulness, and the thousand uses to which the discovery is applied.

Between the years 1735 and 1744 much attention was given in Germany to the construction of electric machines. Up to the latter period, notwithstanding the invention of Guericke and Hawksbee, the glass tube rubbed with a piece of cloth which Gilbert invented was used in all experiments. Boze, a professor at Wittenberg, employed a glass globe for his machine and furnished it with a prime conductor. Winkler, a professor at Leipzig, was the first to use a fixed cushion in the machine. The Leyden jar was discovered 1746 accidentally at Leyden, and Franklin showed the electrical condition of the Leyden jar and proved the identity of lightning and electricity by his famous kite experiment.

The progress in electricity was slow, but from the discovery by Thales up to the present time what wonderful progress has been made. It has been demonstrated to be the most potent vehicle in the hands of man and the greatest discovery ever made. It is impossible to conjecture its usefulness or to anticipate its limitless possibilities. It startles when we think of its power as developed in telegraphic, telephonic, and other uses, and amuses when we inspect its workings in simple things. We see it illustrated in New York, where it furnishes illumination for Liberty to enlighten the world, and again in Savannah, where a miniature goddess of liberty surcharged with electricity is used to supply light for smokers' pipes, cigars, and cigarettes.

How Women Vote in Kansas.

In estimating the results of woman suffrage, an ounce of experiment is worth a ton of theory. The Kansas City Star gives the following account of the manner in which the women of Kansas vote:

The experiment of equal suffrage in Kansas has proved that while the women of that State prize the ballot and have shown a capacity for the intelligent exercise of the elective franchise when the occasion demands it, they are not eager to participate in politics unless drawn into it by a sense of duty. When an issue comes up in municipal election which concerns the home and touches the family, the women show an active interest, and promptly avail themselves of the privileges which the law confers upon them. They have been influential in elevating the standard of municipal government in Kansas, and are mainly found on the right of public questions. The ringsters and machine politicians find a stubborn check in the female vote, and to the honor of the sex the women have not permitted themselves to be manipulated in the interest of corrupt schemes and selfish plunder.

The right to vote has not tended to in-

tain agency in correcting the results of such indifference.

Country Living.

The cost of bringing up a family of five or six children comfortably in the town of Mount Desert, says President Elliot, in the August Century, does not exceed \$250 a year if the house, a garden-patch and a cow pasture be already provided from savings of the husband and wife before marriage, and if the family, as a whole, have normal health and strength. Very few heads of families earn more than that sum in a year; for, although a day's wages in summer is commonly \$1.75, work is scarce, the winter is long, and few men can get more than five months' employment at these wages in a year. The man and boys of a family can, however, do much for the common support, even when there is no work at wages to be had. They can catch and cure fish, dig clams, trap lobsters, pick the abundant blueberries on the rocky hills in August, and shoot ducks at the season of migration. Wild nature still yields to the skillful seeker a considerable quantity of food without price. Dwellers in the city may wonder how it is possible for a family to live so cheaply, but there is no mystery about it. There is no rent to pay; the schools are free; water costs nothing; the garden patch yields potatoes and other vegetables, and the pasture milk and butter; two kerosene lamps and a lantern supply all the artificial light needed, at a cost not exceeding \$2 a year; the family do all their own work without waste; there is but one fire, except on rare occasions, and that single fire is in a stove which delivers all its heat into the house; the wife and daughters knit the family stockings, mittens and mufflers, mend all the clothes and for the most part make all their own. The ready-made clothing which the men buy at the stores is very cheap (\$10 to \$15 a suit), being made of cot on with but a small admixture of wool. The cloth is strong and warm, and looks fairly well when new, but soon fades and wears shabby. For children the old clothes of their elders are cut down, the wear being thus brought on new places. In a city the best clothes of a family must be often put on, in the country but seldom. Shoes and boots must be bought for the whole household, but these articles are also very cheap in New England and the coarser sorts are durable in proportion to their price. For protection from rain the Mount Desert man who is obliged to be out of doors in bad weather uses, in sailor fashion, not rubber clothing, but suits of oiled cotton cloth, which keep out only water but wind, last long, and cost little (\$2 to \$3 a suit). However hard it may be for city people to understand it, the fact remains that \$250 a year is a sum adequate to the comfortable and wholesome support of a family of seven or eight persons in the town of Mount Desert, provided that a house, a garden and a pasture are secured to them.

Grand Army Guests.

During Encampment week the hotels will be vying with each other for the honor of entertaining distinguished guests. The American House is to give hospitable shelter to the Grant Post 113, of New York, of which General Howard is the commanding officer.

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COMMONWEALTH.

AUGUST 9, 1890

EVENT AND OPINION.

The fan industry is booming.

How many veterans are you booked for?

Tramp, tramp, tramp, the boys are marching.

This is Camp Meeting season among the elect.

Truth to tell, some of the decorations are just hijjas.

Among other business troubles is noticed the failure of the fruit crop.

Newport could not get Prince George, so she is going to have a flower show.

"This is no joke," as the editor said, when he examined the "funny" contribution.

It would be a great consolation if "humidity" could be made to take on a swear sound.

The Bunker Hill Cyclorama is to open Monday, to come in for its share of the spoils.

The Temperance Women are getting up a corner in lemons. G. A. R. men may apply.

This is meteor month, and from the 8th to the 12th, most any of us can see stars.

If you fear to eat cucumbers use their juice for the complexion. It is said to be a great beautifier.

Somebody will really and truly get seats on the cars next week, but it will not be your luck nor mine.

The theatres have their licenses out, and now it only remains for them to be pretty to the aldermen.

There is one good thing about the season. Even Boston cannot be cool to her August visitors.

Week after next the American Florists take the town, if anything is left after the Grand Army men.

If you see the Stars and Stripes and the drum major it is all you have a right to expect. Give the other fellow a chance.

Boston should not only decorate, but dust and disinfect. Let us know how it would seem to be clean, clear through.

Before setting out on midsummer days try painting the tongue with glycerine. It is said to allay thirst, and may save the

The literary critic need not mount the reviewing stand with any notion that it is meant for folk of his ilk. We shall belong nowhere in particular while the vets are in town.

The house fly descended upon the town bright and early Monday morning, in flocks and droves, not to mention swarms. And he can be depended upon to stay by like a poor relation.

We can see for ourselves that Boston dogs are not threatened with the rabies. Wherever a public watering tank is, there is the thirsty dog, and the water goes down with never a gulp.

Do not forget to inform the little Wilhelmies and Peterkins "what good came of it, at last," and do not let them run away with the idea that it is a sort of Ancient and Horrible parade.

It would appear by the show bills that the costumes to be worn next week on the minstrel and variety stage have been chosen with strict reference to midsummer weather.

This summer is about as bad as they are made, but up to the present the flea plague has not struck the town. It got along last year about this time, but once in a lifetime is quite enough for visitors of their stripe.

Boston is already tri-colored, and there lives the man with soul so dead as to swear that he wishes the national colors were anything rather than red, white and blue. But the rest of us like it, and nobody minds him.

Now and then a street car is stopped while a conductor gets off and refreshes himself with Cochituate from the tin cup. He might do worse, but would'nt he make music if a passenger undertook to stop the car till he got a drink!

The damaged cathedral facade is a striking proof that the thunderbolt loves a shining mark. We are all satisfied to have the elements vent their fury on cathedrals and things, but really humanity is too small to be worth their while.

The red cross flag will mark the emergency stations along the route of the parade, but the chemists wish it distinctly understood that back of the red cross flags will fizz the ice cool soda. It will fill a thirsty void.

Our death figures came up last week to the high figures of 284, raising the per cent. to 33. 7. This is pretty bad. Look sharp for yourself and friends, and do not forget the friendless. We have several sultry weeks

The locust now tunes up in the city trees, and beyond doubt out in the fields the grass-hopper is hopping. Nature never forgets to add the fixings as the seasons come round, though she was a trifle niggardly in freezing ice for us last winter.

THE COUNTRY has again been deluged and outraged with the details of another execution. That the execution was by electricity has only served to make the matter more notorious. Civilization will one day outgrow this barbarous practice. Imprisonment for life to many a criminal is more dreaded than any form of capital punishment; it has not the sickly interest and attraction that in some minds attaches itself to death; it should be adopted at once by every civilized people, and it will be adopted before long. The change from hanging to electricity shows that public sentiment is moving upon the question. But this form of execution will be found as brutal as the other. Death instantaneous is death none the less; a few minutes saved of pain does not change the matter. The wrong lies in taking life, and public conscience will shortly reach this conclusion. Let every friend of progress speak out upon this question and denounce both the deed, and the publishing of the details of the judicial human butchery.

Electrical Progress.

Thales, about two years B. C., refers to the fact that amber when rubbed attracts light and dry bodies, and this was the only electric fact known to the ancients. The science of electricity, however, dates properly from the year 1600, A. D., when Gilbert of Colchester published a book entitled *De Arte Magnetica*, in which he gives a list of substances which he found to possess the same property as amber, and speculates on magnetic and electric forces. He is the inventor of the word electricity, which he derived from the Greek word *electron*, amber.

Otto Van Guericke, burgomaster of Magdeburg, in his work, *Experimenta Nova Magde-Burgica*, 1672, describes, among his other inventions, the first electric machine ever made, which consisted of a globe of sulphur turned by a handle and rubbed by a cloth pressed against it by hand. Hawksbee, 1709, constructed a machine in which a glass cylinder rubbed by the dry hand replaced Guericke's sulphur globe.

Grey and Wehler, 1729, were the first to transmit electricity from one point to another and to distinguish bodies into conductors and non-conductors. Dufray, 1733, showed the identity of electrics and non-conductors and of non-electrics and non-conductors, and was the first to discover the two kinds of electricity and the fundamental principle which regulates their action. In 1780 Franklin made the first lightning conductor. Ramsden, in 1768, was the first to construct a plate machine, and Naira, in 1780, a two-fluid cylinder machine.

A Chance to Make Money.

MR. EDITOR

INTERIM COURSES AND REQUIREMENTS

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

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

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

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

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

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

INDEPENDENT STUDY OPTION

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

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

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

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

PLAN OF ACTION

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

TRAVEL IN JANUARY

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

GUIDELINES FOR INTERIM EXCHANGE OPPORTUNITIES

PLU Students:

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

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

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

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

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

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

Augsburg College, Minneapolis, MN
 Augustana College, Sioux Falls, SD
 Austin College, Sherman, TX
 Bethany College, Lindsborg, KS
 Bethel College, St. Paul, MN
 California Lutheran College, Thousand Oaks, CA
 Calvin College, Grand Rapids, MI
 Carthage College, Kenosha, WI
 Coe College, Cedar Rapids, IA
 Dana College, Blair, NB
 Denison University, Grandville, OH
 Doane College, Crete, NB
 Gustavus Adolphus College, St. Peter, MN
 Hamlin University, St. Paul, MN
 Hastings College, Hastings, NB
 Luther College, Decorah, IA
 Macalester College, St. Paul, MN
 Menlo College, Menlo Park, CA
 St. Andrews College, Laurinburg, NC
 St. Olaf College, Northfield, MN
 Sheldon Jackson College, Sitka, AK
 Texas Lutheran College, Seguin, TX
 University of Puget Sound, Tacoma, WA
 University of Redlands, Redlands, CA
 Whitworth College, Spokane, WA

Visiting Students:

PLU welcomes exchange students from other 4-1-4 institutions. We feel that the exchange students, with their diverse backgrounds, enrich our campus and we hope that our extensive curricular and extracurricular offerings during January provide a broadening experience for them in return.

PLU will waive tuition for students from other institutions that have agreed to accept PLU students on a tuition waiver exchange basis. In the event that such a waiver agreement is not possible, there will be a charge of \$660 for each 4-credit class (\$165/semester credit). Exchange students must also send a non-refundable \$10 application fee with their application. On-campus housing is strongly recommended so that exchange students may participate fully in the many special activities offered during Interim. Although the final application deadline is December 1, students are urged to apply earlier since classes and dormitories tend to fill. Exchange applications should be sent to Dr. Judy Carr, Interim Director, Pacific Lutheran University, Tacoma, WA 98447.

STUDENT-INITIATED COURSES

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

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

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

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

ACTIVITIES & EVENTS

NON-CREDIT ENRICHMENT PROGRAM

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

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

SHARE THE WEALTH

The Interim Committee encourages professors to share special lectures, discussions and films with members of the campus community. If you would like to invite students,

faculty and staff outside your class to attend a special session, please do so in the Campus Bulletin (University Center, ext. 7450). If you know early in the fall that you will be inviting outsiders to participate in your class, please notify the Interim Director and such information can be listed in other publications.

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 (Sunday) at 7:00 p.m. in the Regency Room of the University Center. There will be an orientation to the campus and geographic area, and a chance to meet some PLU students while enjoying refreshments and entertainment.

UNIVERSITY CHAPEL

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

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

For the Commonwealth.
HUMANITY.

"Man's inhumanity to man" too long
Prevails. The god of war holds still high place,
Though Christian love with kindly deeds of grace
Works hard to heal the woe, to right the wrong.
For see! a woman walks amid the ranks
Of martial men, the passport on her arm—
A Red Cross badge—protecting her from harm.
The wounded men upon Potomac's banks,
And later, Strasburg's weary, naked ones,
The starving poor of Paris, all yield praise
To Clara Barton, who with Christ's own ways
Her God-like course of healing lowly runs,
She spends her days in deeds of charity,
And sweetens earth by her humanity.

ELLA KIRK JELIFFE.

The Menace of Unrestricted Immigra-
tion.

Meantime the tide shows no signs of ebbing. Though fluctuating at intervals, it steadily gathers volume with each successive decade. If it continues to rise, what must be the lot of the laboring classes, whose welfare is such an object of concern? Alas, for the mischief that has already been wrought! Dark enough at best appears to be the future of the American working women, many of whom in large cities are already obliged, it seems, to work for wages that barely suffice to keep body and soul together. We look upon slavery as a thing of the past, but does not unrestricted foreign immigration mean virtual slavery to thousands of our countrymen and countrywomen? As for the character and intelligence of this swarm of invaders, does it average higher than our own? It might perhaps be some compensation if we could think so. But just at present it is difficult to take a sanguine view. To be able to do so would be far from flattering to our self-esteem. The proportion of the undesirable element is too great. So large an infusion of contract and pauper labor is not likely to raise our standard of intelligence and morality.—["Our Foreign Immigration," in Arena for August.

Co-operative Housekeeping.

Helen Starrett says of the co-operative housekeeping of the future: It will be adopted by all who need to live economically and desire to live well. It will not preclude the large establishments of the wealthy, who can afford to keep a corps of trained servants, and who wish to have their cooking done in their houses. It will disburden the home of the incubus of expense and care inseparable from the present system of the individual kitchen and the irresponsible servant.

It will enable the youthful lovers to marry on moderate incomes and set up at once a happy home of their own, even though the young wife has not had an opportunity to learn and consequently does not know how to do all kinds of kitchen work. She will probably never need to learn all the domestic arts her mother knew, just as she does not now need to know how to spin, or weave, or knit. Freed from the formerly harassing cares of kitchen and servant the housekeeper of the future will be able to become the ideal housekeeper, to give proper care to her children and herself without abandoning all the intellectual pursuits and social pleasures of her youth.

The Workingmen of France.

Minister Ribot, of France, has issued a circular in which he claims that the French workingman occupies a particularly favorable position, as the principle of equality before the law has, as he says, inspired French legislation for a century, while during the last twenty years, under the benign influence of democratic institutions, the interests of the laboring classes have been the object, in a special degree, of the fostering care of the legislature. He maintains that the political rights of French workmen are better protected than those of any other state in Europe; that their liberty of organization is recognized under the broadest conditions; that efficacious measures are taken to protect the lives and the health of those engaged in dangerous occupations; that the work of children has been subject to wholesome regulation, and that the public authorities have exerted themselves to the utmost to secure both to adults and children the means of obtaining instruction. Assistance has also been liberally given to the sick and old, and individuals have come to the aid of the state in founding hospitals, creating relief funds, erecting homes for workmen, and in establishing co-operative institutions and societies for mutual aid.

Is America Too Small?

Alas, these poor Americans! they have been boasting so long that they have a whole continent to occupy, that it comes upon us with a sudden and disagreeable surprise to hear from the two writers in the Forum that their continent is already becoming too small for them. Mr. Wood Davis, in his paper on the "Exhaustion of the Arable Lands," explains that before the end of the century, the increase of the population, and the inevitable exhaustion of the arable lands, will compel the great mass of the people either to cut down the expense of living or to practice more thorough modes of culture. They have eaten up almost all the land they have got, and there are now no more than 625,000 farms of 160 acres each waiting to be occupied in the whole of the United States. If this were not enough Mr. McGehee has written a paper on the "Encroachments of the Sea," in which he believes that the ocean is seizing the lowlands with octopus arms, in horrid embrace, and that every average year the water mark advances a rod. At this rate, in a few million years or so, there will be no land left for the Americans to live upon, a prospect which can hardly be regarded as inspiring to those who imagined they were laying a foundation of a State that was to last for all time.—[Review of Reviews.

Hard Study and Disease.

In a published contribution on the subject, Dr. Allen Starr expresses it as his opinion that hard study is not a frequent cause of disease, that it is, instead, the anxiety attendant upon close competition, the emotional strain in connection with efforts to attain success, and not the study alone, which is the usual cause of nervous prostration—so that, if competition could be eliminated in education, the process could never be accused of producing disease. In his opinion fear of failure in examination, eager desire to excel in competing for honors or position or prizes, and

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GIGANTIC

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LADIES' READY MADE

SILAS S. DREW & CO., 15 Tremont Row, making at an unprecedented sacrifice, the entire stock of the largest and best known Manufacturer of the firm being about to relinquish business.

We shall offer this stock for sale, at prices named in this country, for this class of goods.

Space will not allow to recapitulate all in the stock, but we will mention a few to give some idea of its magnitude and merits.

269 Fine All-Wool Cases

Both black and colors, made up in the very best material in a variety of styles—some plain, some fancy. The material of which these suits are made is of the best quality, and there is not a suit in the lot that cost the firm either to make or import, \$10.00 during this sale from \$10.00 to \$19.00.

251 Silk and Satin

Both black and colors, all very rich and of the very best quality of silk. Some of the suits in this lot of the very latest and most fashionable. We unhesitatingly pronounce this the best lot of silk suits ever shown in this country. Every suit in the lot from \$30 to \$100. We shall sell them from \$30 to \$100.

We advise all who contemplate buying a suit to take this opportunity to select a suit from this lot.

383 Broadcloth, Flannel, Tricot, Moleskin

Both in black and colors. This lot consists of the very best styles and is very attractive. The manufacturer of the lot was over \$45; we will sell them from \$15 to \$25.

We wish to impress it upon the minds of all who are interested in the quality of suits that the skill and perfection in workmanship and material of the suits in this lot are of the highest. We have no fear of being contradicted.

Best Lot of Suits ever Offered for

We are aware that the broadcloth, flannel, and moleskin suits in this lot could be sold at much higher prices, but we have decided to offer them all for sale at prices that customers can afford to buy them.

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 snow-

shoeing, cross county skiing, and overnight trips during the weekends.

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

REGISTRATION

Continuing students October 25-29

Registration appointment cards will be mailed to each continuing student.

Changes in Registration November 4, 5

General Public Registration after November 5

Registration/Changes January 3-5

Class schedule will be confirmed at the time of registration.

SPECIAL PROCEDURES FOR OFF-CAMPUS COURSE REGISTRATION

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

EXPENSES

REGULAR FEES

Tuition—\$165 per semester hour.

4 semester hours \$660.00

Audit fee for 4-hour course \$165.00

Board \$ 90.00

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

Room \$ 90.00

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

For students who register early, before January 3, the total fees for the Interim are due before the beginning of classes. Payments can be made at the Business Office; bank cards are accepted. Early payments are encouraged and will result in early financial clearance. For those students who register after January 3, 1983, the full payment for the Interim is due at the time of registration.

SPECIAL FEES

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

TUITION REFUND RATES

100% refund (less \$25.00) January 3-5

No refund After January 5

INSURANCE

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

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

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

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

DETAILS REGARDING COURSES

CREDIT AND COURSE LOAD

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

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

GRADING

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

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

COURSE NUMBERING

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

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

TIMES FOR CLASS MEETINGS MAY VARY FROM LISTING. STUDENTS SHOULD BE FREE FULLTIME TO MEET AS THE INSTRUCTOR AND THE COURSE REQUIRE.

IN MOST CASES CLASSES WILL MEET DAILY.

BUILDING SYMBOLS

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

LIBRARY HOURS

Monday through Thursday	8 a.m. - 11 p.m.
Friday	8 a.m. - 9 p.m.
Saturday	10 a.m. - 9 a.m.
Sunday	11 a.m. - 11 p.m.
January 28	8 a.m. - 5 p.m.

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H. C. TURNER,
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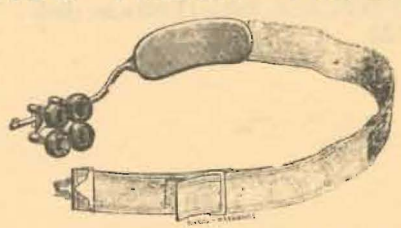
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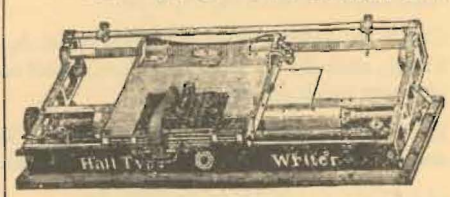
A perfectly safe and pleasant substitute for chloroform, ether, nitrous oxide gas and all other anaesthetics. Discovered by Dr. U. K. Mayo, April, 1883, and since administered by him and others in over 300,000 cases successfully. Compounded from nervines, which form a powerful sedative, imparting oxygen to the system to sustain life. (Nitrous oxide gas as administered, is destitute of this life-giving property, and tends to produce convulsions and suffocation, asphyxia and sometimes death). The youngest child, the most sensitive lady, and those having heart disease and lung complaint, inhale this vapor with impunity. It stimulates the circulation of the blood and builds up the tissues. Indorsed by the highest authority in the professions, recommended in midwifery and all cases of nervous prostration. Physicians, surgeons, dentists and private families supplied with this vapor liquified, in cylinders of various capacities. It should be administered the same as Nitrous Oxide, but it does not produce headache and nausea as that sometimes does. I am prepared to administer the **VEGETABLE VAPOR** to patients at their residences, in or out of the city, who are feeble in health and are not able to call at my office.

A fraudulent preparation is being manufactured by unprincipled persons, and peddled off upon dentists and the public, as the genuine "Boston Vegetable Vapor." The trade and public generally are hereby cautioned to particularly inquire for the "Boston Vegetable Vapor," which is the trade mark on all cylinders.

Physicians and Dentists are cordially invited to call and test the merits of this new Vegetable Vapor.

DR. U. K. MAYO, Dentist.
378 Tremont Street, Boston

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OFF-CAMPUS

COURSES

698303 English/Art 303 THE TOUR OF EUROPE

4 semester hours

C. Bergman, L. Kittleson

In the 17th century, Amsterdam was a world trade center at the peak of its prosperity. Still a cosmopolitan city, it is now a European center for an exuberant youth culture. Rembrandt was drawn by its opulence and opportunities. Rembrandt will in turn draw us to Amsterdam, the starting place for our Tour of Europe.

For over three weeks during this course, we will immerse ourselves in the great art and the great cities of Europe: Amsterdam, Paris, Florence and Rome. Each of these cities is alive with history and art. In Amsterdam, we will visit the Hague, one of the legendary art museums of Europe. Here we will see some of the great works of Rembrandt, as well as the work of all the great Dutch artists, including and especially Jan Vermeer and his "View of Delft."

A brilliant city, for so long the cultural jewel of Europe, Paris will seduce us by its charms. A strong reason for lingering in Paris is the Louvre, rebuilt by Louis XIV as one of his palaces. Today it is perhaps the most famous art museum in the world, showcasing Leonardo Da Vinci's "Mona Lisa" and his exquisite "Madonna of the Rocks." Among the great French artists represented in the Louvre: Ingres, Delacroix, Manet, Renoir, Degas and more.

In Italy, we will stop briefly overnight in Milan to study Leonardo's "Last Supper," and then train to Florence, the flower of Europe and the cradle of the Renaissance. Brunelleschi's majestic, red-tiled Dome crowns the city's cathedral and skyline. An energetic city, this is the home of Michelangelo and his "David." We will also visit the Uffizi, originally the "offices" of the ruling Medici family and now a spectacular art museum, displaying paintings by Giotto, Michelangelo, Leonardo Da Vinci, Raphael, Botticelli, and many more. From Florence it is just a short trip through central Italy to Rome, the eternal city of Popes and Caesars. At the Vatican, we'll be moved by Michelangelo's "Pieta" and the Sistine Chapel. In addition to the Roman ruins—the Forum and the Coliseum—we will visit the Villa Borghese to see the great statues of Bernini.

These are only some of the highlights of each city. We will also take short excursions to such places as Versailles, the Chartres Cathedral, Assisi and Naples, with a one-night lay-over in Geneva. Our days will be full, but students will have many afternoons and evenings to discover Europe on their own. A journal and participation in regular discussions will be required of all students.

BIBLIOGRAPHY: Fleming, William, *Arts and Ideas*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Approximately \$2100, includes air fare, train fare, hotel accommodations and two meals per day.

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

MAXIMUM ENROLLMENT: 26

MEETING TIME AND PLACE: 9:00–11:00 a.m. January 3 only, Knorr House-Writing Center; Leave for Amsterdam on January 4, return January 25.

698301 Music/Communication Arts/ Art 301

A CULTURAL TOUR OF NEW YORK CITY

4 semester hours

C. Knapp

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

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

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

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

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

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

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

BIBLIOGRAPHY: *New York on Twenty Dollars A Day*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Approximately \$990, including air fare, hotel, tickets to performances (does not include meals or subway and bus fares).

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:00–11:00 a.m. daily (first two weeks), E-122

668303 Physical Education 303
**LEADERSHIP FOR OUTDOOR
 MINISTRIES**

4 semester hours
 R. Nielsen

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$150.00 to cover cost of meals for two weeks off campus, materials and inter-camp travel.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 30 (15 minimum)

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

676315 Political Science 315
**WASHINGTON WINTERIM '83:
 THE NEW FEDERALISM—THE
 NEW CONGRESS: CONSENSUS
 OR CONFRONTATION**

4 semester hours
 W. Spencer

This symposium, conducted by the Washington Center for Learning Alternatives, will take place in the nation's capital from January 1-22, 1983. Through a series of seminars, discussions and lectures and panels involving participants in government from the public and private sectors, students will study domestic and international issues and policy formulation. The symposium's general topic will be related to such specific areas as: foreign affairs, the economy, party politics, energy, political news reporting, business-government relations, and human/civil rights. An advanced research track is available to accommodate the special needs of upper-level undergraduate and graduate students. A third track, Introduction to the Federal Legal System, is offered to those students with a strong interest in law and the Judicial Branch.

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

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

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: About \$450 to WCLA includes application fee, program fee and housing. Food, local travel and travel to and from D.C. extra.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: Limited by WCLA availability and acceptance.

MEETING TIME AND PLACE: 9:00-11:00 a.m. January 24-28, HA-207

698310 Sociology/Chemistry 310
PALAU: AN ENDANGERED CULTURE

4 semester hours
 D. McBride, S. Tonn

The Palauan Archipelago, or Belau, as the Paluans prefer to call it, is an oceanic society located in the Western Caroline Islands of Micronesia. Within a few square miles Palau offers open ocean, atolls, barrier reefs, deep reef -offs, turtle grass flats, mangrove estuaries and isolated marine lakes. The base of this teeming marine ecology, the coral reef, is one of the most fertile on earth. This large yet delicate coral reef community encircles and intertangles with 160 square miles of volcanic and limestone islands which are clothed in tropical jungle and surrounded by miles of uninhabited beach.

Archaeologists have not fixed a date for the origins of the first human settlement in Palau, but in the past thousand years it became a unique oceanic culture with a population composed of East Asians, Indonesians and Micronesians. Over the last four hundred years, they have absorbed the influence of four diverse colonizers, Spain, Germany, Japan and, most currently, the United States. While each of the colonizers have had a noticeable impact on the culture, the specific fabric of behavior has remained, until recently, uniquely Palauan.

In the last decade the impact of technology and modernization are beginning to take their toll. Televisions, cars, speedboats, planes, ships, electricity, status, money and more money are becoming valued commodities, so much so that Paluans are considering proposals by a consortium of United States and Japanese companies to convert Palau into a gargantuan oil terminal dredging out over 150 miles of lagoon to accommodate mammoth supertankers. And, the United States military wants to dredge yet more area for docks to accommodate warships and convert an additional 50 square miles into airbases. Either of these operations, and certainly both, would have irreversible consequences to the environment and the culture.

Through an eighteen day visit to Palau, we will examine the fragile marine environment, inventory sources of marine pollution study and the impacts of sociological change on Palauan culture. Accommodations will be in cottages and tents and will include a stay in a Palauan village.

We will meet four times before departure to study Palauan ecology, history and social life. While in Palau students will be required to keep a daily journal of activities which will culminate in a project paper.

BIBLIOGRAPHY: H.G. Barnett, *Being a Palauan*; Douglas L. Oliver, *The Pacific Islands*; selected readings from periodicals such as *Oceans*, and the *The Pacific Quarterly*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$2,400 to cover travel expenses and accommodations while in Palau.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 7:00-10:00 p.m. M-R (first week only), HA-200

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POSITIVELY THE LAST WEEK.
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BEST SEATS, - - ONE DOLLAR.

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Strong Cast, New Scenery and Costumes.
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PROCTOR & MANSFIELD... Props. and Managers
TO-NIGHT, Aug. 9th, and
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 Harry P. Mawson's Beautiful Military Comedy
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 Seven Nights Only and Saturday Matinee.
 The pearly gates have swung ajar.
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COURSES

698308 Biology/Political Science 308 SCIENCE AND TECHNOLOGY: POLITICS AND POLICY

4 semester hours
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, the proper roles of scientists and non-scientists in determining the social priorities and uses of the products of scientific inquiry, and the effects of political processes on the direction of scientific and technological development.

This course will examine relationships between the two worlds of science and government by exploring a series of questions relating to them: 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?

These questions will be addressed in the context of political and policy issues as varied as energy policy, weapons systems, genetic manipulation, the space program, environmental hazards, research and development grants and funding, food and drugs, and systems of advice and advocacy. Ultimately the inquiry will seek to comprehend the difficult and complex relationships between knowledge and information, on the one hand, and the structures of influence and decision, on the other. We will be led, in turn, to consider questions of control, of responsibility, of values, and of consequences.

The approach of the course will be geared to any student interested in the broad subject, not simply to students of science or politics. It will be primarily a readings and discussion seminar, with students responsible for specific written and oral contributions.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

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

698311 Communication Arts/Music 311 MUSICAL THEATRE EXPERIENCE

4 semester hours
W. Parker, D. Robbins, W. Becvar,
G. Gillette

Intensive involvement in all aspects of a musical Theatre production. No previous experience is necessary. Class members will meet daily from 9:00 a.m. to 6:00 p.m. and some evenings with other selected singers, dancers, actors, orchestra members and production staff to rehearse, build sets and costumes, and execute promotional and public relations schemes for the production of "Hello Dolly" which will be performed on January 28, 29, 30 and February 4 and 5 in Eastvold Auditorium.

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: As scheduled, 10:00
a.m.-12:00 noon; 1:30-6:00 p.m.; 7:00-10:30 p.m.,
Eastvold Stage

698303 English/Art 303 THE TOUR OF EUROPE (See off-campus listing)

698307 English/Religion 307
**LIVING IN GOD'S SILENCE: THE
 FILMS OF BERGMAN**

4 semester hour
 P. Benton, D. Knutson

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

We'll view nine of his films (in Swedish, with subtitles) and two documentaries, one on his whole career, one on his methods as a writer and a director. We'll emphasize the double experience of first reading and then viewing Bergman's films. We'll consider both the literary and the cinematic qualities of his work, including his use of images, lighting, montage and so on. And special emphasis will be given to the theological implications of his films.

We'll begin with the famous *THE SEVENTH SEAL*, a richly symbolic tale of a Knight's contest with Death in his quest for God. *WILD STRAWBERRIES*, perhaps Bergman's most enduringly popular film, concerns an old doctor's growth in love through the painful recollection of his youth. *VIRGIN SPRING* explores the collision of pagan and Christian faiths in medieval Sweden. A lighter tone is struck by *THE MAGICIAN*, an intriguing Gothic comedy about faith, reason and the illusive power of art and the artist.

Bergman's masterful trilogy on "God's silence" opens with *THROUGH A GLASS DARKLY*, the moving story of a young woman's drift into God-hallucinations in her search for love. *WINTER LIGHT* is a somber but inspiring drama of a doubting Lutheran minister and the woman who loves him despite his weakness. The trilogy concludes with *THE SILENCE*, the story of a small boy trying to make sense of the conflict between his sensuous mother and her dying sister as all three are stuck in an alien city where no one speaks their language.

SHAME, Bergman's most political film, explores the existential dilemmas of a sensitive, artistic couple caught in an irrational civil war. And we conclude with *CRIES AND WHISPERS*, the beautiful evocation of jealousy and love, anxiety and peaceful memory, as three sisters and their faithful servant deal with death in a lushly Victorian mansion.

Lectures and discussion will alternate with small group sessions for working out personal reactions. Students will be expected to read the screenplays, pass frequent quizzes, attend class regularly, keep a daily journal and write several essays. Those writing a longer research paper will be eligible for Honors or for credit toward the Scandinavian Studies major (A-E grade required).

BIBLIOGRAPHY: Bergman, *Four Screenplays, Three Films—Cries and Whispers, Persona and Shame*. (Cost: about \$15)

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$20 film fee

MAXIMUM ENROLLMENT: 70

MEETING TIME AND PLACE: 9:30 a.m.–12:00 noon daily, HA-101 & HA-209

698301 Music/Comm Arts/Art 301
**A CULTURAL TOUR OF NEW
 YORK CITY**

(See off-campus listing)

698312 Physical Education/Education 312
HYPERACTIVE CHILDREN

4 semester hours
 B. Moore

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

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

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

BIBLIOGRAPHY: Dr. Safer & Dr. Allen, *Hyperactive Children: Diagnosis & Management*.

REQUIREMENT FILLED: Interim

COURSE LEVEL: For all students; particularly valuable for educators, counselors and therapists.

GRADING SYSTEM: H, P, NC

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00–11:00 a.m. MTWR, OA-104

698310 Sociology/Chemistry 310
**PALAU: AN ENDANGERED
 CULTUR**

(See off-campus listing)

698590 Social Work/Psychology 590A (1st
 two weeks)

**SEXUAL DYSFUNCTION AND
 FAMILY THERAPY**

2 semester hours

C. York

The course is offered with the conviction that sex is a "healthy entity" and that steps need to be taken to provide better education in human sexuality and the delivery of sexual health care. Sex researchers Masters and Johnson estimate that half of all American marriages, at some point in their lives together experience sexual dysfunction in that they do not provide adequate satisfaction for both partners. It is hard to imagine anyone, then, in the helping professions, such as marriage and family therapy or psychology, being adequately prepared without the ability to deal with concerns and problems in human sexuality.

The class will utilize lectures, discussions, student presentations and audiovisuals. Topics covered include the nature of sexual health, a brief review of anatomy and physiology of sexual response, and the biological and psychological determinants of sexual dysfunction. The basic principles of treatment will be explored for the six most common dysfunctions, (impotence, premature ejaculation, retarded ejaculation, general sexual dysfunction, orgasmic dysfunction and vaginismus).

BIBLIOGRAPHY: Kaplan, *The New Sex Therapy*

RESTRICTIONS: Open primarily to graduate students in Marriage and Family Therapy, others by permission. Tally cards required.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 12:00-1:40 p.m. daily,
 Harstad-109

698591 Social Work/Psychology 590B
 (2nd two weeks)
**PSYCHOSOCIAL PATHOLOGY:
 RELATIONSHIP TO
 MARRIAGE AND FAMILY**

2 semester hours

C. York

Primary course content is the assessment of psychosocial-pathology and its relationship to family interpersonal structures and dynamics. The class will explore the treatment techniques and assumptions of the leading family therapists specific to such psycho-social pathologies as anorexia nervosa, asthmatic children, delinquency, schizophrenic adolescents, etc. The evaluative or outcome research of these specific treatment efforts will also be part of the content.

The class will utilize lectures, discussions, student presentations and guest lecturers. Students who enroll are expected to already have knowledge or coursework related to either marriage and family therapy and/or theories of therapy and assessment skills.

BIBLIOGRAPHY: Lansky, *Psychopathology and Family Therapy*

RESTRICTIONS: Open primarily to graduate students in Marriage and Family Therapy, others by permission. Tally cards required.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 12:00-1:40 p.m. daily,
 Harstad-109

AUGUST 9, 1890

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602305 Anthropology 305
**NORTHWEST HERITAGE:
NATIVE PEOPLES OF THE
NORTHWEST COAST**

4 semester hours
L. Klein

Who are the original inhabitants of this coast? How did they live before the Euro eans came here? How have they adapted to the contemporary world while retaining their own identity? What do they want? These are the questions that this course will address. We shall survey the native peoples of the coast from Oregon through Southeastern Alaska and from pre-contact through 1982. The course will be divided into three sections. The first will be an examination of traditional life styles which will include a consideration of art, economy, beliefs and politics. We shall look in particular at the ideas behind totem poles, potlatches, rank, slavery and wealth. A second session will examine the roles of missionaries, government officials and business people in the transformation of the societies from subsistence economies with traditional belief systems to commercial economies with mixed belief systems. Finally, we shall observe the living societies today and focus on modern issues including sovereignty claims, British Columbian laws, Alaska Native Land Claims and the Boldt decision.

Students will concentrate on one group or people of their choice during the course. In small groups the students will produce short oral reports on the current status of their selected people and a written report tracing the background of this modern situation. There will also be brief quizzes on the readings and class discussions to aid in the evaluations. The use of films and day trips will help to bring the topic to life.

BIBLIOGRAPHY: Drucker, P., *Cultures of the North Pacific Coast*; Craven, M., *I Heard the Owl Call My Name*; Rohner and Rohner, *Kwakiutl: Indians of British Columbia*; Report to Friends Comm., *Uncommon Controversy*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$10 film fee

MAXIMUM ENROLLMENT: 50

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

698301 Music/Comm Arts/Art 301
**A CULTURAL TOUR OF NEW
YORK CITY**
(See off-campus listing)

604302 Art 302
JEWELRY
4 semester hours
T. Torrens

This course is an introduction to jewelry design and construction. The course will employ the use of traditional and experimental methods and materials in the fabrication of contemporary jewelry.

The course will deal with aesthetic principles, design concepts, levels of craftsmanship and technical information.

There will be trips to museums and galleries as well as visits to the studios of professional jewelers.

Slide lectures, presentations and readings will be an integral part of the program.

Students will be required to complete four finished pieces of jewelry and one research paper.

BIBLIOGR. PHY: Oppi Untracht, *Metal Techniques for Craftsmen*; Phillip Morton, *Contemporary Jewelry*; Thelma Newman, *Plastic as Design Form*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$25 fee for handtools, materials, fieldtrips

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon, 1:00-3:00 p.m. daily, IN-134B

698303 English/Art 303
THE TOUR OF EUROPE
 (See off-campus listing)

604319 Art 319
**SLIDE PHOTOGRAPHY:
 INDIVIDUAL PROJECTS**
 4 semester hours
 G. R. Elwell

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

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

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

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

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$30 for materials and use

MAXIMUM ENROLLMENT: 24

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

604386 Art 386
IMAGERY & SYMBOLISM
 4 semester hours
 E. Schwidder (Assisted by R. Tellefson)

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

The course will follow a lecture-discussion format, with demonstrations, particularly in the study of symbols of ritual and movement. Emphasis will be on group participation. One exercise will be the re-enactment of the monastic day, the horarium. This will be conducted through two 24-hour periods (Sun. evening 1/16/83—Tues. evening, 1/18/83.) All students are expected to participate. Any who would not be able to dedicate this time to the exercise, or do not wish to participate for religious reasons, should not register for this course. Weekly reports summarizing, analyzing and elaborating on the material presented will be required. In addition, students will do an appropriate term project.

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

REQUIREMENT FILLED: General University Core

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

MAXIMUM ENROLLMENT: 32

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

606302 Biology 302
**OUR NATURAL WORLD:
 GENERAL ECOLOGY**

4 semester hours
 D. Hansen

This course is designed to provide the non-scientist a view of how the natural world works and how humans interact with it. It is intended to give an understanding of the ecological concepts and workings of our intricate and delicate biosphere and how human activities may disrupt it. To gain understanding of how the biosphere works, we will explore the biological world from individual adaptation through populations to ecosystems, using both human and non-human examples. The approach will be multi-dimensional utilizing lecture-discussion, films, computer simulations and short field trips. No previous biology or other science is required. Grading will be based on weekly quizzes, class participation and class projects.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MEETING TIME AND PLACE: 1:00-4:00 p.m. MTWE, Ivy-106 and 1:00-6:00 p.m. R, Ivy-106

698308 Biology/Political Science 308
SCIENCE AND TECHNOLOGY
 (See interdepartmental listing)

606310 Biology 310
SOLAR ENERGY
 4 semester hours
 J. Young

The course will present the 2500 year history of solar architecture and technology. It will also describe calculation methods by which the performance and cost of solar heating designs can be compared. Subjects covered in the history will be solar architecture in ancient Greece and Rome, sixteenth century solar revival, power from the sun, solar water heating, solar space heating and post-war energy perspectives. The modern concepts will be considered in relation to the history of their development.

Each student will do an independent solar-feasibility study. The project will be based on solar heat concepts, technical factors and techniques that govern solar heating design, technical factors and techniques that govern solar heating design, techniques for sizing, and determination of the pay-back period. The calculation methods are based on month-by-month averages of climate and collector performance data.

The calculations can be done "longhand" with an inexpensive calculator making the arithmetic tasks quite simple.

Evaluation will be based 75% on comprehensive examinations and 25% on the solar feasibility study.

BIBLIOGRAPHY: Ken Butti and John Perlin, *A Golden Thread*; Robert P. Haviland, *Build Your Own Minimum-Cost Solar Heating System*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, Ivy-111

606319 Biology 319
**PROFESSIONAL
 PRECEPTORSHIP**

4 semester hours
 M. Crayton

This course is designed for advanced students seeking to gain concentrated first hand exposure to a profession or industry. The student will spend the Interim period off-campus with a full-time involvement in the chosen profession. This involvement may assist the student in academic or career planning. In consultation with the instructor the student will plan and submit a formal proposal. This proposal will address both what the student plans to do and the philosophic rationale for the endeavor. Proposal forms are available from the Biology secretary (Ivy 102); the proposal must be submitted by *November 2, 1982*. In addition to submitting the proposal, the student is responsible for making arrangements for the involvement with an on-site supervisor.

Evaluation will be based on the following: a report from the on-site supervisor; a journal maintained by the student during the activity; a formal written report submitted by the student; and a public oral presentation during the spring 1983 semester.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Completion of Biology 253; Tally Care required

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

GRADING SYSTEM: P, NC

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

608302 Business Administration 302
**FRENCH BUSINESS AND
 BUSINESS FRENCH**

4 semester hours

A. Esnol (French Language Expert), G.
 King

The objectives of this course are to extend and to polish the students' knowledge of spoken and written French used in business relationships, and to gain a thorough understanding of contemporary French society and French business.

Learning methodology includes oral and written exercises and translations, conversation in French, and video-taping student presentations for evaluation and demonstration. Field trips include conversations with leaders of the French community in the Puget Sound area and Americans doing business in French. Field trips include three meals in selected French restaurants.

The principal instructor is the bilingual Head of the Language Department in the French Business School at Le Havre, a recognized expert in teaching business French and English.

Topical content includes a survey of French agriculture, industry, transportation and communications systems, commerce and distribution, customs duties and taxes, banks and financial institutions, stock exchange, corporations and other forms of business organization, publicity and public relations, insurance services, business correspondence, employment relationships (with curricula vitae and job search correspondence), and rental and real estate transactions.

BIBLIOGRAPHY: Benouis, Mustapha K., *Le Français économique et commercial*; Santoni, Georges, *Société et culture de la France contemporaine* (selected readings only); Selected articles of the *Harvard Business Review* in French translation (comparative analysis)

REQUIREMENT FILLED: Interim

COURSE LEVEL: The course is designed for majors or advanced students. Minimum qualifications of students: Third year French; Second year French students with dean's approval.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: About \$80 for field trips and meals.

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-4:00 p.m. MWF, HA-213 (Students should reserve Friday mornings for field trips and projects.)

608303 Business Administration 303
**CAREER DEVELOPMENT:
 EMPLOYMENT IN 1985**

4 semester hours

D. Olufs (Consultant to Management)

The purpose of the course is to give each student the theoretical and practical tools to build, follow and adjust a career.

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

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

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

BIBLIOGRAPHY: Jackson, Tom; *Guerilla Tactics in the Job Market*; Carney, Wells, & Streufert, *Career Planning Skills to Build Your Future*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Sophomore standing or higher

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

GRADING SYSTEMS: H, P, NC

MAXIMUM ENROLLMENT: 36

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

608304 Business Administration 304
MEN AND WOMEN IN BUSINESS

4 semester hours

V. Lincoln (Training Officer, Seattle First
 National Bank)

How are the relationships of men and women in business changing? This course is a study of the trends and dynamics in these relationships. The objective of the course is to help students accept these changes and to become more effective team members. The exploration of change includes traditional and emerging leadership roles, issues of authority and power, communications patterns, and conflict resolution.

Lectures, discussions, small and larger group exercises and role plays are combined to make men and women more effective managers. Assignments include readings and the preparation of a written report on a selected topic, preferably related to the student's present or future career. Class contributions and the written report have an equal weight in the evaluation of student work.

(Virginia Sweet Lincoln has a comprehensive background in advertising, public administration, education, insurance, sales and managerial psychology, giving her thorough knowledge of individual and organizational needs. She is especially well known for skill building workshops and seminars she has offered for 15 years to improve management in private, public and educational institutions.)

Ms. Lincoln owns and manages a management consultant firm in Seattle. She is also a training officer with the rank of Assistant Vice President in the Personal Banking Department of Seattle First National Bank.)

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 7:00–10:00 p.m. TR, and 9:00 a.m.–12:00 noon Saturday, HA–207

608305 Business Administration 305 MANAGERS AT WORK

4 semester hours
W. Crooks

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

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

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

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

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

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

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

608590 Business Administration 590 PERFORMANCE ANALYSIS: BUSINESS AND SOCIAL PLANNING AND MEASUREMENT

4 semester hours
R. Malan (King County Auditor)

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

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

REQUIREMENT FILLED: Elective in MBA program

RESTRICTIONS OR PREREQUISITES: Eligibility card required. Restricted to MBA students.

COURSE LEVEL: The course is designed for MBA students

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

MAXIMUM ENROLLMENT: 15

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

608309 Business Administration 309

TIME IS MONEY: TIME MANAGEMENT FOR EVERYONE

4 semester hours

E. Reynolds (Management Consultant)

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

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

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

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

608315 Business Administration 315

QUALITY OF WORKING LIFE IN SCANDINAVIA AND AMERICA

4 semester hours

E. Berniker

A comparative study of innovative developments in organization of work in Norway, Sweden, and North America. The common characteristic of the changes has been the effort to make the workplace more human and democratic and to improve the performance of the whole organization. The focus of the course will be on examples and cases to gain an understanding of the many choices and alternative ways of organizing productive work.

The course objectives are: (1) To gain an understanding of quality of working life and related concepts as they are interpreted in the experience of Norwegian, Swedish, and American society; (2) To gain an appreciation of the motives, values, and methods that guide quality of working life innovations; (3) To learn the choices, alternatives and opportunities available in designing new work organizations.

The learning methodology in this course relies on the exchange of ideas, analysis, and experience. All participants are expected to read and discuss cases in the assigned texts. In addition, individuals and teams are assigned readings for special class reports. Plant and office hours in the Tacoma area included.

Students are evaluated on the basis of contributions made in class and on projects.

Projects involve field observation and analysis of work in production organizations. These situations are written up as evaluations of Quality of Working Life in accordance with Scandinavian and American standards together with practical recommendations for improvement.

BIBLIOGRAPHY: *Harvard Business Review* (selected reprints); Fred Emery and Einar Thorsrud, *Democracy at Work*; Per Gyllenhammer, *People at Work*; Louis E. Davis & Albert B. Cheens, *The Quality of Working Life* vol. 2.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Minimal expenses for local field trips and books.

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 8:00-11:00 a.m. M-R
(Students should reserve Fridays for field trips or supervised team work.) HA-221

608317 Business Administration 317 SOCIETAL ACCOUNTING

4 semester hours

M.R. Mathews (Visiting Associate Professor, Dept. of Accounting & Finance, Massey University, Palmerston North, New Zealand)

The purpose of this course is to examine the question "Need accounting be restricted to monetary measures?". In other words, how can accountants and accounting deal with areas outside the usual financial and management accounting methodologies? The course considers the use of nontraditional approaches to measurement and accounting, evaluation of publicly funded programs and overall appreciation of the accounting process in society. Specific areas of interest include: Social Accounting, Social Responsibility Accounting, Socio-Economics Accounting and Societal Accounting. Methodology is borrowed from Business Finance, Economics and Statistics.

The Course Outline includes:

- I. Social Accounting
 - A. Levels and types of measurement
 - B. Cost/Benefit examples
- II. Social Responsibility Accounting
 - A. Nonmonetary accounting
 - B. Review of public disclosures and studies
- III. Socio-Economic Accounting
 - A. Cost/Benefit analysis
 - B. Planned Programmed Budgeting Systems (PPBS)
- IV. Social Indicators Accounting
 - A. Macro indicators
 - B. Micro indicators and institutional performance measurement
- V. Societal Accounting
 - A. Attempts at "Overarching Theories"
 - B. Accounting for the Post-Industrial Society
 - C. Accounting and Systems Theory
- VI. Synthesis of Accounting to/for Society

The topics included in the course outline will be covered in the lectures, discussions, student reports and student essays written during the course.

Evaluation will be based upon student reports, student essays, and classroom participation. Students will also be required to develop a bibliography of articles related to the topics. Some of the student reports will be prepared and presented by students participating in a team.

BIBLIOGRAPHY: A compendium of articles written by Professor Mathews will be available in the bookstore. An additional text may also be required.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 2:00–5:00 p.m. MTR, HA-212

608318 Business Administration 318 TOMORROW'S EXECUTIVE

2 semester hours

P. Janetos (Senior Vice President, John Hancock Life Insurance Co.)

This is a study of major trends in business environment worldwide, and their impact on the preparation and skills required of managers in the next century. It is based on the presentations and discussions held by the American Assembly of Collegiate Schools of Business in Chicago, Philadelphia and Honolulu (1980–82) and the European Foundation for Management Development in Paris (1980).

The major topics covered are:

I. Societal expectations and trends, 1980–2010, including changing expectations, relevant social context and issues, economic development policies, sectoral changes in GNPs and the structural composition of labor forces, impact of external environment changes on internal developments, and issues of performance and governance.

II. Management in the 21st century, including linkages to present practices, comparative aspects of managerial legitimacy, authority, corporate governance, motivation, and holistic, lifetime learning requirements.

III. Management education and development to the 21st century, including the characteristics and skills required of managers, management education and development tasks, and projected institutional responses and plans.

Student discussions of assigned readings and comparisons with today's environment and practices will be the dominant methodology of learning in the course. These presentations will be supplemented by several brief written reports.

BIBLIOGRAPHY: *Management for the 21st Century* (reports by Daniel Bell, Neil Chamberlain, David Chambers, Jacques Chaban-Delmas, Jan Tinbergen, and Frans Van den Hoven, and several deans of American business schools), Kluwer-Nijhoff, 1982. Selected readings from the *Harvard Business Review*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 2:00–5:00 p.m. M-R, HA-221. Meets January 3–14. (Two weeks only.)

608319 Business Administration 319
TELECOMMUNICATIONS SEMINAR

2 semester hours

D. Zulauf (Assisted by a team of accounting/communications industry executives from the Tacoma Utility Group of Ernst & Whinney)

Telecommunications is becoming an increasingly important part of our lives in this information age. This course proposes to provide the student with an introduction to the telecommunication industry including its history, structure, technology, government regulation and management policies. The eight meetings of the Seminar will address the following topics:

1. Telecommunications: History of Industry/Regulation
2. Industry Structure: American Telephone and Telegraph, Independents, Other Common Carriers, International Radio Carriers, Miscellaneous Common Carriers
3. *Rate-Making and Rate of Return Regulation
4. *Telecommunications: Technological Potentials and Information Processing
5. Regulatory Perspective: The Federal Level
6. Regulatory Perspective: The State Level (Why, How, What Effects?)
7. Telecommunications Accounting
8. Business Policy Considerations in Regulated and Unregulated Environments

*Meetings three and four will be held at the offices of Ernst & Whinney in downtown Tacoma.

The course will consist of seminar lectures and three individually written essays supported by bibliographies. Participants will be evaluated based on classroom participation and the three essays. The lectures will be provided by Ernst and Whinney, Federal and State Regulatory Agencies and several of the telecommunication companies.

BIBLIOGRAPHY: Students will be expected to develop a reference notebook of business periodical articles (*Wall Street Journal*, *Fortune*, *Business Week*, etc.)

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Sophomore standing or above. BA 281 and Econ 150. Eligibility cards required.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Students will have to provide their own transportation to downtown Tacoma and return, twice.

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 7:00-10:00 p.m. TR, HA-221, January 17-28

608456 Business Administration 456
HONORS SEMINAR: POLICY IN THOUGHT AND ACTION

4 semester hours

J. James (General Manager, Frank Russell Co.), G. King

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

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

REQUIREMENT FILLED: Business Policy requirement for majors

RESTRICTIONS OR PREREQUISITES: Eligibility card required. Senior standing in Business Administration; min. cum. GPA 3.0. Prerequisites: BA 350, BA 364, BA 370

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

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

MAXIMUM ENROLLMENT: 20

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

608535 Business Administration 535
LEGAL ASPECTS OF THE MANAGEMENT PROCESS

4 semester hours

Staff

This course will examine Federal and State laws, rules and regulations that directly influence the manager's decision making as well as legal implications for individual managers and their organizations. Areas to be covered include: employee relations, consumer protection, security and exchange relations, rights of corporate shareholder and creditors, antitrust laws, and environmental protection.

REQUIREMENT FILLED: Elective in MBA program

RESTRICTIONS OR PREREQUISITES: Eligibility card required. Restricted to MBA students.

COURSE LEVEL: The course is designed for MBA students.

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 6:00-10:00 p.m. MWR, HA-215

610115 Chemistry 115
GENERAL CHEMISTRY
 4 semester hours
 D. Swank, T. Kelly

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

REQUIREMENT FILLED: General University Core Requirement

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

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

MAXIMUM ENROLLMENT: 40

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

698310 Sociology/Chemistry 310
PALAU: AN ENDANGERED CULTURE
 (See off-campus listing)

610315 Chemistry 315
**OUR HUMANNESS:
 BIOCHEMICAL AND
 BEHAVIORAL HERITAGE AND
 POTENTIAL**

4 semester hours
 B. Nessel

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

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

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

students are compelled to handle free time on a more independent level within a learning environment.

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

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

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 14

MEETING TIME AND PLACE: 9:00 a.m.-1:00 p.m. daily X-114

610315 Chemistry 315
**OUR HUMANNESS:
 BIOCHEMICAL AND
 BEHAVIORAL HERITAGE AND
 POTENTIAL**
 (See off-campus listing)

610342 Chemistry 342
PHYSICAL CHEMISTRY
 4 semester hours
 F. Tobiason

Topics covered in this course include: quantum chemistry; atomic and molecular structure; theory of structure determination by ultraviolet, visible, nuclear magnetic resonance, electron spin resonance, infrared, x-ray and photon spectroscopy; kinetic theory of gases. In addition to classical problems, examples are also added from industrial and biological systems. The course is designed for chemistry majors and advanced biology, physics and engineering students.

REQUIREMENT: General University Core

RESTRICTIONS OR PREREQUISITES: Calculus 152 and Physics 154

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

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

698301 Music/Comm Arts/Art 301
**A CULTURAL TOUR OF NEW
 YORK CITY**
 (See off-campus listing)

612315 Communication Arts 315
**THE WEEKLY NEWSPAPER IN
 WASHINGTON STATE**
 4 semester hours
 C. Rowe

A community's heritage may be traced, in part, through the pages of its newspaper, and in smaller communities this often is a weekly newspaper. This course will look at weekly newspapers as they have developed and now are published in Washington. Students will study the history of the state's weeklies, the role they play in their respective communities and their business operations. Finally, students will spend a week living in a community in western Washington and working on its weekly newspaper. In addition to the writing the student does for the paper, each student will write a paper describing the newspaper for which he or she worked and the community that newspaper is serving. The student's written work will be the basis for the final grade.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Comm Arts 283 or permission. Tally cards required.

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

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

COST IN ADDITION TO TUITION: Students may be required to provide transportation to and from the newspapers for which they work.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 1:00-4:30 p.m. MWF, R-110

614110 Computer Science 110
BASIC
 2 credit hours
 G. Peterson

Introduction to interactive computing, branching, looping, subscripts, functions, input/output, subroutines and simple file techniques in the context of the BASIC language.

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

REQUIREMENT FILLED: General University Core Requirement

RESTRICTION OR PREREQUISITES: Com Sci 110 and Com Sci 220 may not both be taken for credit. Not normally taken by computer science majors. Prerequisite: High School algebra.

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

MAXIMUM ENROLLMENT: 25

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

614316 Computer Science 316
COMPUTERS AND SOCIETY
 4 semester hours
 J. Brink

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

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

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

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

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

616307 Cooperative Education 307
**WORK IN THE EIGHTIES:
 CHANGES AND CHOICES**
 4 semester hours
 Staff

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

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

Connections between the campus and workplace, i.e., Cooperative Education, and Internships, as well as appropriate use of on campus resources such as Career Planning & Placement Office are incorporated into topical areas.

Students are required to complete reading assignments and three weekly assignments selected from a choice of options.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 6:00–8:00 p.m. daily, HA-202

618305 Earth Science 305
MINERALOGY
 4 semester hours
 L. Huestis

Acmite
 $\text{NaFeSi}_3\text{O}_6$
 Mazama, WA



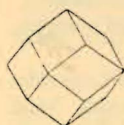
Anatase
 TiO_2
 Index, WA



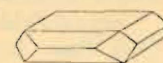
Mineralogy is concerned with the natural inorganic compounds (minerals) which make up the crust of the Earth.

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 they came. Understanding the factors which control the nature and association of minerals greatly increases appreciation of the home we call Earth. Laboratory 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.

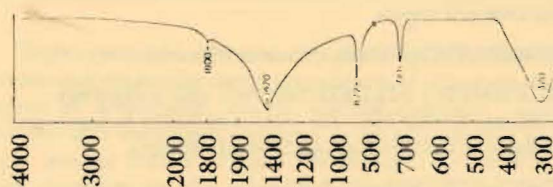
Laboratory will involve field, chemical, and spectroscopic methods of mineral identification. Evaluation will be on the basis of one or more exams and the laboratory exercises.



Andradite
 $\text{Ca}_3\text{Fe}_2(\text{SiO}_4)_3$
 Vesper Peak, WA



Barite
 BaSO_4
 Grand Forks, B.C.



WAVE NUMBER (cm #)
 Infrared Spectrum of Calcite (CaCO_3)

BIBLIOGRAPHY: C. Hurlbut and C. Klein, *Manual of Mineralogy*, 19th Ed. (1977)

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: Lecture: 10:30 a.m.–12:00 noon daily, MG-1; Lab: 1:00–4:00 p.m. daily, R-317

618309 Earth Sciences 309
**ECONOMIC GEOLOGY: FUTURE
 SUPPLIES OF ENERGY AND
 MINERAL RESOURCES**

4 semester hours

B. Lowes

To what degree is the continuance of technological development, and indeed, our very standard of living dependent on the availability of raw materials—the abundance and distribution of which are decided by geologic factors?

A survey of the world's energy and mineral resources reveals that these raw materials for our industrialized society have a common geologic heritage, and their present distribution may be understood in light of ancient environments and new understanding of our wandering continents. Topics to be considered include the balance between rates of supply and consumption as well as the economics and politics of strategic reserves.

The picture that emerges provides a back-drop not only for the development of early civilizations, but also for the progress of modern societies—their economic cycles, declines and conflicts. The significance of resources in our society has recently been brought home to us by the energy crisis and the changes it has wrought in our attitudes towards conservation, foreign affairs, and the new affluence of the OPEC countries. To ignore these issues is to court industrial stagnation and economic disaster.

The general format includes:

—background information in an organized lecture series (most mornings—1½–2½ hours—including some lab study).

—seminar presentations on particular subjects of interest, selected and researched by students.

—local field trips, half day and whole day—to Centralia Coal Plant, Trojan nuclear plant, Kaiser Aluminum, local dams and gravel pits.

—off-campus trips of 2–3 days may be elected to visit Coeur d'Alene, Wallace Mining district in Idaho.

Course requirements will include one seminar presentation (including a written paper), plus a final summary paper on student-selected topics.

BIBLIOGRAPHY: Flawn, *Economic Minerals*

REQUIREMENT FILLED: Interim; also will satisfy requirements for ES 341—for majors in Earth Sciences and Global Studies (involves an additional project).

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$40.00 for field trip travel.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00–11:30 a.m. daily, Ivy-105

620150 Economics 150
PRINCIPLES OF ECONOMICS

4 semester hours

S. Brue

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

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

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

BIBLIOGRAPHY: Paul Wonnacott and Ronald Wonnacott, *An Introduction to Macroeconomics*, 2nd ed.; S.W. Brue and D.R. Wentworth, *Economic Scenes; Theory in Today's World*, 2nd ed.

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 45

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

620231 Economics 231
INTRODUCTORY STATISTICS

4 semester hours

M. Miller

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

BIBLIOGRAPHY: Freund, *Modern Elementary Statistics*

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

RESTRICTIONS OR PREREQUISITES: High school algebra or its equivalent.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 9:00–11:30 a.m. daily, 2:00–3:00 p.m. TR (optional discussion session), HA-210

624303 Education 303
SEX EQUITY ISSUES IN SOCIETY

4 semester hours
 M. Hanson

The course will explore various sex equity issues in society. In what ways do women and men experience consequences because of sex role stereotypes? What are some economic, social, academic and psychological advantages and disadvantages of being male or female? What changes have occurred in the last ten years? What role and influence do the schools have in reinforcing or changing stereotypes?

Students will have an opportunity to do in-depth study of specific sex equity issues of interest to them. As well as working on specific issues, education majors can develop teaching units relevant to their fields.

Class sessions will include films and lectures with students also involved in discussions and group activities. Students will pursue their special interests through both readings and experiential activities and will participate in seminars sharing their findings the last week of class.

BIBLIOGRAPHY: Sadker and Sadker, *Sex Equity Handbook for Educators*; Freeman, *Women: A Feminist Perspective*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MEETING TIME AND PLACE: 1:00-4:00 p.m. TWRF, HA-117

624306 Education 306
"SO YOU WANT TO BE A PRINCIPAL"

4 semester hours
 C. DeBower

This course will provide an opportunity to experience the world of the school principal through readings, lectures, discussions on campus, a one-week field placement with a school principal, and participating in the classroom in simulations developed by the University Council for Educational Administration. The class will be looking at modern patterns for administration of institutions. Readings will focus on such topics as communication, decision-making, morale, power, authority, climate and roles in American elementary and secondary schools. Students will use the case study method to explore selected problems from the school setting. In-basket situations are the stimuli for the simulations. Local schools will provide intern experiences. Students will respond to a selected case and write, in a test setting, to several subjective questions related to topics discussed in class.

BIBLIOGRAPHY: Clarence A. Newell, *Human Behavior In Educational Administration*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Students must provide their own transportation for the internship.

MAXIMUM ENROLLMENT: 35

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

698312 Physical Education/Education 312
HYPERACTIVE CHILDREN

(See interdepartmental listing)

624001 Education 319A
**SCHOOL PRACTICUM:
 ELEMENTARY LEVEL**

4 semester hours
 M. Mathers

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

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

Placement in a school is the responsibility of the School of Education and requires a completed application form and an independent study proposal prepared by the student and negotiated with the instructor. These two forms are available from the instructor and must be completed and signed by the instructor before December 1, 1982, and before registration is completed. An independent study card is required.

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

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

REQUIREMENT FILLED: Interim

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

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

62 002 Education 319B
SCHOOL PRACTICUM:
SECONDARY LEVEL

4 semester hours
 F. Olson

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

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

Placement in a school is the responsibility of the School of Education and requires a completed application form and an independent study proposal prepared by the student and negotiated with the instructor. These two forms are available from the instructor and must be completed and signed by the instructor before December 1, 1982, and before registration is completed. An independent study card is required.

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

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

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Students must have taken Ed 251 or have permission from the instructor. Tally card required.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

624003 Education 319C
SCHOOL PRACTICUM:
READING

4 semester hours
 A. Lawrence

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

The experience may be used as an elective in the School of Education and requires a completed application form and a proposal for the study prepared by the student. Applications and proposal forms are available from the instructor. These must be completed, and signed by the instructor, before December 1, 1982, and before registration is completed. Independent study card is required.

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

REQUIREMENT FILLED: Interim

PREREQUISITES: Ed 325 or equivalent. Tally card required.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

624004 Education 319D
SCHOOL PRACTICUM:
NON-LOCAL

4 semester hours
 C. DeBower

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

Placements in schools are the responsibility of the School of Education and require a completed application form and a formal request letter to the school prepared by the student. Applications and sample letters are available from the instructor. These must be completed, and signed by the instructor, before December 1, 1982, and before registration is completed. Independent study card is required. Not applicable to K-12 certification.

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

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Ed 251, 253 or permission of instructor. Tally card required.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

626501 Educational Psychology 501
COUNSELING THE RELIGIOUS
CLIENT

2 or 4 semester hours
 J. Fletcher

This course presents a rationale for making use of clients' religious faith in counseling. The course seeks to assist the student counselor to recognize the wholeness of the person as a psychological, physical and spiritual being. The student will be assisted to understand the religious person and to be able to use the spirituality of that person in the process of counseling.

Love, guilt, loneliness, anxiety, grief and similar emotions suggested by participants in the class will be addressed. Areas of focus will include the relationships among physical, emotional and spiritual problems.

SPECIAL EDUCATION • EDUCATIONAL PSYCHOLOGY

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SPECIAL EDUCATION • EDUCATIONAL PSYCHOLOGY

Items to be discussed include methods of helping those with depression, grief and guilt make use of their religious belief.

Students will be expected to participate and share client data. Those who take the course for four credit hours will write an in-depth paper.

BIBLIOGRAPHY: Justice, William G., *Guilt: The Source and the Solution*; Metz, J., *Poverty of Spirit*; Tournier, P., *Guilt and Grace*; Zaehner, R.C., *Mysticism Sacred and Profane*.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 4:00-5:50 p.m. M-R, HA-223

626583 Educational Psychology 583 CURRENT ISSUES IN EXCEPTIONALITY

2 or 4 semester hours

J. Williamson

For 2 hours credit:

This course is open only to students who have been accepted into the M.A. program in Counseling and Guidance. Other graduate students need permission of the instructor. This course will concentrate on the characteristics of exceptional students and the various ways in which they are educated. We will discuss the counselor's role as well as the general educator's role in dealing with a variety of learning problems. The following areas will be studied: Learning disabilities, emotional problems, physical problems and the gifted student. Current periodicals will provide the background for your reading and discussion. Before November 15 each student must make an appointment with the instructor to receive a copy of the course outline.

For 4 hours credit:

Each student will complete the 2 hour requirement and, in addition, will select one of the interest topics and write a scholarly paper that is comprehensive in content.

BIBLIOGRAPHY: Current periodicals in the area of interest.

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 4:00-6:30 p.m. MW, HA-117

625291 Special Education 291 PRACTICUM IN LEARNING DISABILITIES

1 semester hour

K. Gerlach

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

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

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

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: To Be Announced

625302 Special Education 302 CAREER AND VOCATIONAL EDUCATION FOR THE HANDICAPPED

2 semester hours

L. Siegelman

Career and vocational education, as studied in this course, is the development of each individual's potential for economic, social and personal success. Contrary to the popular notion that the time for career education is just before an individual's entrance into the job market, career education is a lifelong process. This is especially true for the disabled or handicapped person who may find it even more difficult to change job and life styles as the necessity arises.

The entire educational curriculum, coordinating school, family, and community components will be studied in terms of "life-span" career education. Guest speakers and a possible field trip to a career education facility are planned. Students will be expected to make at least one visitation to an approved field site and share observations made with the class. Three quizzes will also be given.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: SPED 190 or permission of instructor.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 3:30-6:00 p.m. TWR, East Campus-15

625317 Special Education 317 EDUCATION AND MANAGEMENT OF STUDENTS WITH BEHAVIOR DISORDERS

4 semester hours
L. Reisberg

This course will examine theory, etiology, identification and methods for the education of children with behavioral disorders. Techniques of behavior management, group therapy and cognitive behavior modification will be covered. The course also includes a 40 clock hour practicum in the schools. This course may substitute for SPED 393/394 in the major or minor in SPED.

Minimum requirements:

- Completion of a behavior modification project.
- Successful completion of course examinations.
- Administration of assessment instruments for behavior disorders.
- Work as an aide in school setting.

Students will attend class daily and will also be assigned a practicum site. Placements in schools are the responsibility of the School of Education. Students wishing to enroll must complete an application form no later than December 8, 1982. Forms are available from the instructor.

REQUIREMENT FILLED: Interim

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

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

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, M-R, East Campus, Room 15; afternoon practicum in the schools to be arranged.

625318 Special Education 318 SCHOOL PRACTICUM: SPECIAL EDUCATION

4 semester hours
K. Gerlach

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

Minimum requirements include:

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

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

pleted, and signed by the instructor, before December 1, 1982 and before registration is completed. A tally card is required.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: To Be Announced

625394 Special Education 394 PRACTICUM IN BEHAVIOR DISORDERS

1 semester hour
L. Reisberg

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

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

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

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 15

63010 English 101 COLLEGE ENGLISH: AMERICAN ROOTS

4 semester hours
G. Martin

Those of us born in America have inherited a collective tradition which may be quite separate from our individual ethnic heritage but which permeates our ethical, political and personal thinking. Three classic American literary works, entertaining and rich in themselves, reflect elements of this tradition and important American beliefs, conflicts and questions which we will ponder this Interim. In *The Scarlet Letter* we will study the attitudes of our ancestor, Nathaniel Hawthorne, as he studies the beliefs of his ancestors who themselves inherited a European tradition. In Mark Twain's fantasy, *A Connecticut Yankee in King Arthur's Court*, we will study Twain's love-hate relation with America and her technology, and in the film version of John Steinbeck's moving *The Grapes of Wrath*, we will discover the context for Woody Guthrie's songs of protest and come to know an American experience which affects us yet today.

Our discussions of and daily writing about the novels and film will be a means to the end of discovering how to learn through the process of writing. We will produce introspective papers which deal with personal experience and family heritage or research papers that bring our thinking and learning into conjunction with that of other thinkers whom we dis-

cover in books and articles. We will deliberate about the *process* of writing, discussing methods of analysis, the importance of audience, the value of revision, and the steps to clarity. A student who has severe mechanical problems in writing—difficulties, for example, with comma splices, sentence fragments or subject-verb agreement—should not take English 101 during Interim, for though I devote considerable time to office conferences, it is unlikely that a student with a weak preparation in mechanics can absorb a thorough study of punctuation as well as of writing technique in an intensive, general writing course.

Our goal in College English this Interim will be to learn as much about the process of writing as we do about our American roots and these classic American statements.

BIBLIOGRAPHY: Sylvan Barnet and Marcia Stubbs, *Barnet and Stubb's Practical Guide to Writing*; Nathaniel Hawthorne, *The Scarlet Letter*; Mark Twain, *A Connecticut Yankee in King Arthur's Court*

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 15

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

698303 English/Art 303 THE TOUR OF EUROPE (See off-campus listing)

630304 English 304 THE SCANDINAVIAN- AMERICAN IMMIGRANT EXPERIENCE IN LITERATURE

4 semester hours
P. Reigstad

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

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

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

The main emphasis will be on these immigrant studies as literature rather than as historical records. The course is

designed to fit in with the Scandinavian Studies program as well as to appeal to the general reader.

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 a.m.—12:00 noon daily, HA-223

630305 English 305 DREAMS 4 semester hours D. Seal

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

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

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

BIBLIOGRAPHY: Freud, *On Dreams*; Jung, *Man and His Symbols*; Garfield, *Creative Dreaming*; Faraday, *Dream Power*; Perls, *Gestalt Therapy Verbatim*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00–3:00 p.m. daily, HA-216

698307 English/Religion 307
**LIVING IN GOD'S SILENCE: THE
 FI MS OF BERGMAN**
 (See interdepartmental listing)

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

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

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00–3:00 MTWR,
 HA-204A

630311 English 311
**PERSONAL ADVENTURE AND
 AUTOBIOGRAPHY IN THE
 NORTHWEST**
 4 semester hours
 T.L. Elliott

Personal adventure and autobiography—these are two sources of fact and fiction that have attracted both writers and readers since the book began. Boswell wrote about London, Mark Twain about the Mississippi, Orwell about Paris and Spain. But not all adventure happens in some far-away place. This course deals with two books, one more than a century old and the other written just two years ago, about our own corner of the world, “the country around the Columbia River, Grays Harbor and Puget Sound.”

The first, James Swan's *The Northwest Coast* (1857), describes the author's adventures during “Three Year's Residence in Washington Territory,” including his experiences with the Makah Indians. The second, *Winter Brothers: A Season at the Edge of America* (1980) by Seattle author Ivan Doig,

weaves together Swan's voluminous diaries about life in the Northwest (1862–1890) with Doig's own personal journal.

In addition to reading these books, we will:

—Talk with author Ivan Doig and with Norman Clark, the Northwest historian who wrote the introduction to the current edition of Swan's *Northwest Coast*.

—Visit the locations about which the books and journals were written, including Willapa Bay, Port Townsend and Dungeness Spit.

—Visit the libraries where Doig did his research for *Winter Brothers*, including the University of Washington, the Washington State Historical Society, and the Port Townsend Museum.

—View Channel 9's documentary film, with commentary by Doig on Swan's life with the Makah Indians.

In short, the course will introduce students to an interesting slice of Northwest life and show how personal experience and historical documents complement each other in writing.

Students will be expected to read the assigned books carefully, participate in discussions and field trips, pass tests on the reading and lectures, and write two papers—a critical review of a single book, and either a journal (real or imaginary) or a research paper on some topic pertinent to the course.

BIBLIOGRAPHY: James Swan, *The Northwest Coast*; Ivan Doig, *Winter Brother*; Other books by Swan and Doig, plus critical works about them

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$15 for field trip transportation

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 2:00–4:00 p.m. daily,
 HA-223

630312 English 312
**LETTERPRESS PRINTING
 WORKSHOP: TRADITION
 AND CRAFT**
 4 semester hours
 K. Stafford

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

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

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

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 8:30 a.m.-12:30 p.m. and afternoons for individual projects, Elliott Press Print Shop.

630314 English 314
**MODERN RUSSIAN
LITERATURE IN
TRANSLATION: 1830 to the
Present**

4 semester hours
R. Klopsch

A significant concern of the course will be to give some understanding of Russian culture by examining it through the eyes and minds of some of the most perceptive observers of Russian life—writers who vividly portrayed history in the act—such as Solzhenitsyn, Chekhov and Dostoevsky. The course will include a study of some of the classic writings in fiction and drama of the Russian masters of the nineteenth and twentieth centuries. It is hoped that the course will enable students to read and appreciate some of the best works of Russian literature. Attention will be given to approaching the writers and writings in their own times through background lectures upon the history, social and economic conditions of Russia in the early part of the course. Comment and discussions will be made of the required readings listed below, and information will be given about other significant writers and writings students may elect to read for individual tutorial discussion. Each student will present a brief oral report to the class in the latter part of the course and will submit a short written paper on the same subject to the instructor; this may be a written copy of the oral report.

BIBLIOGRAPHY: Tolstoy, *Anna Karenina*; Chekhov, *Three Sisters*; Andreyev, *The Seven That Were Hanged*; Dostoevsky, *The Idiot*; Solzhenitsyn, *A Day in the Life of Ivan Denisovich*; also selected short stories and letters of these and other writers.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

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

630388 English 388
A HERITAGE OF FREEDOM
4 semester hours
L. Johnson

Our task will be to explore a more imaginative way of studying the writing of the seventeenth-century Englishman, John Milton.

Following the theme, "Heritage", for Interim 1983, we shall, in general, center upon the theme of liberty (or freedom) as found in his literary works—a conception of liberty which our country has inherited, and a conception of liberty which is divided into three categories: *the religious*, involving the question of church government; *the domestic*, relating to private life; and *the civil*, relating to public life. We shall stress the first of these categories, the other two categories being subsumed under it, because Milton believed that liberty begins with God who is the only free agent in the attaining of human liberty. Expressing such a belief, Milton attacks the Christian Pharisaeism that makes a new law out of the gospel and expresses his views on the spheres of spiritual and temporal authority.

Reading his puritan epic, *Paradise Lost* (stressing parts III, V and X), we shall draw up general similarities and differences, especially in thematic patterns, to the book, *East of Eden*, by John Steinbeck, the twentieth-century American writer. For example, both works of art are epic in scope and in intent. Both use Biblical material and are essentially Scriptural in inspiration.

The fact that these writers center on the theme of "Freedom of the Will" is interesting, but the manner in which each develops this theme in the context of his time is even more interesting and is the focal point of this course.

Since the authors are recognized literary artists and since we shall in this class be acting as literary critics, we must deal with both the content of the course—freedom of the will—and the style or manner of writing. Thus the course will also aim to involve our evaluation of the two men as artists—which, after all, is always the purpose of literary criticism.

Open to anyone who enjoys reading as well as to English majors. Substantial reading, researching and the writing of a paper will be required.

BIBLIOGRAPHY: Bush, Douglas (ed.), *The Portable Milton*; *Genesis* from the Holy Bible; Steinbeck, John, *East of Eden*

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, HA-219

630443 English 443
**AMERICAN LITERATURE SINCE
 1915**

4 semester hours
 D.M. Martin

Following the first World War, American fiction and poetry responded to profound social and intellectual dislocation: the deaths of idealism, of custom and tradition, of the family, and of God were every day predicted. And out of the ashes of this conflagration arose in America, in the Twenties, a new sensibility, a new aesthetic, a new role for artists, a new, more relativistic set of values, and in short, Modernism. From the ashes of T.S. Eliot's *Wasteland*, from the ash-heap that lies, a vast detritus of the destroying fire, in the geographical center of E. Scott Fitzgerald's world, from Faulkner's South, burning with racist and sexist hatred, it arose. Modernism was no way to rebuild the burned cities and restore lost faith, but it was a way to look at the cinders and to peer into the void left behind.

Whether a terrible beauty flowered from these ash-heaps, as is often supposed, or whether a grotesque mutation was sired upon Romanticism by despair, as is sometimes charged, we shall see as we read, discuss, and write about the literary monuments of these first years of "our" time. In addition to the novels of Faulkner, Fitzgerald and Dos Passos, we will read selected major poems by Robert Frost, Wallace Stevens, William Carlos Williams, Ezra Pound, and T.S. Eliot. Students will do an oral report and a paper.

BIBLIOGRAPHY: William Faulkner, *Light in August*; F. Scott Fitzgerald, *The Great Gatsby*; John Dos Passos, *The Big Money*; *Chief Modern Poets of America*

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 25

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

632312 History 312
THE AMERICAN DREAM
 4 semester hours
 K. Malone

The course will be a topical examination of the American Dream from its Puritan origins to the present day. We will study the evolving nature of the American Dream and changes in the relative emphasis on religious, political, economic and social goals. In contrast we will also analyze the continuity of the themes of "chosen-ness" and Utopianism. Topics to be covered include the Puritan "City on the Hill," the Founding Fathers' "Agrarian Republic", Nineteenth Century visions of the "Land of Opportunity", and Twentieth Century hopes based upon the promises of social engineering.

The class will meet five days a week on campus, with classroom time devoted to lectures, discussion, film and slide presentations, and student project presentations. Each student will be asked to select a particular historic character or event, such as Thomas Jefferson or Henry Ford, or the Great Crash

of 1929, and explore its impact on the perpetuation of the American Dream, and roles which it may have played in reshaping that dream.

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

BIBLIOGRAPHY: Thomas Jefferson, *Notes on the State of Virginia*; Leonard J. Arrington and Davis Bitton, *The Mormon Experience*; Upton Sinclair, *The Jungle*; John Dewey, *Liberalism and Social Action*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 2:00–4:00 p.m. daily, X-112

632314 History 314
**FIVE NOVELISTS AND THE 20TH
 CENTURY EUROPEAN CRISIS**
 4 semester hours
 C. Browning

This course shall look at the European crisis of the 20th century through the writings of five novelists. The novels are not all historical novels, but they do deal with major problems that confronted European society. The approach will be two-fold; the class will first cover the historical context of the events and themes that emerge in each novel and then study each novel as a document of intellectual history, revealing how sensitive and articulate individuals perceived and responded to the European crisis.

In addition to punctual completion of the reading, class attendance, and participation in discussion and an 8–10 page paper will be required of each student. Students registering for this course should be aware that over 2,000 pages of reading are involved!

BIBLIOGRAPHY: Alexander Solzhenitsyn, *The First Circle*; Andre Malraux, *Man's Fate*; Ernest Hemingway, *For Whom The Bell Tolls*; Albert Camus, *The Plague*; Jerzy Kosinski, *The Painted Bird*

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 14

MEETING TIME AND PLACE: 9:00–11:00 a.m. daily, Harstad-001

632316 History 316
**CHRISTIANITY IN THE PACIFIC
 NORTHWEST: A HERITAGE
 DISCOVERED**
 4 semester hours
 P. Nordquist

The Pacific Northwest is not only the least-churched region in the United States, but there has also been a kind of historical amnesia about the area's religious experience. The

theologian Joseph Sittler once said the people of the Northwest had no time for written history because they were only a 'whoop and a holler ahead of the salmon and timber.' Perhaps that is so. Certain major figures and achievements have been dealt with, but the total achievement is slight. Lutheran historical consciousness, scholarship, and publication are almost non-existent.

This course is designed so people can spend the month probing into the religious history of the Pacific Northwest. The Lutheran presence will be included, but there are many other possibilities. The primary research activity will be investigation into congregational history. Some aspects of the history of Pacific Lutheran University can be included (Lutheran identity, the educational philosophy of Oscar Tingelstad, the person and career of S.C. Eastvold, etc.). There are larger synthetic and analytical studies that could be begun also: the unchurched nature of the PNW, the relative lack of interest in doctrine, a statistical study of immigration and ethnicity and their relation to other factors, including religion, pan-Lutheran cooperation, politics and religion, church architecture in the Pacific Northwest (the achievements of the early period; after World War II; the churches of Pietro Belluschi).

There is much to be done. Almost nothing has been done. The course will have some lectures, frequent discussions, and individualized help with research projects.

BIBLIOGRAPHY: Sydney Ahlstrom, *A Religious History of the American People*; E. Clifford Nelson, *The Lutherans in North America*; Philip Nordquist, *The Lutheran Presence in the Pacific Northwest: Writing Congregational History*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, HA-217

632317 History 317 PEARL OF THE ORIENT SEAS: THE PHILIPPINE-U.S. CONNECTION

2 or 4 semester hours

A. Tiam

The course will deal with an overview of Philippine culture, values and politics before the arrival of the Spaniards; the colonization of the Philippines by Spain; influx of Chinese and European influences; the American presence and impact on the Philippines; and, finally, contemporary Philippines viewed from the political, sociological and economic perspectives.

Reading assignments, lectures and pertinent films and other audio-visual aids will provide a background for focusing on the political and economic ties between the Philippines and the United States, the Philippine version of democracy, Filipino migration to the U.S., and the Filipino-American dream.

Through field trips and guest lectures, this course will provide unique learning experiences in the preparation and sampling of Philippine cuisine and the review and critique of Philippine produced movies and other art forms. It will also

provide the opportunity to study the Philippines as a developing country, its participation in international trade, economy and relations, and its interest in tourism as an export commodity.

Attendance, reading assignment briefs and class participation will be required of all students, and a term paper will also be required of those taking the course for four credits.

BIBLIOGRAPHY: Rzal, Jose, *The Subversive (El Filibusterismo)* Translation by Leon Ma. Guerrero; Grisholtz, Jean, *Politics in the Philippines*; Buss, Claude A., *The United States and the Philippines*

REQUIREMENT FILLED: Interim

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

COST IN ADDITION TO TUITION: \$10.00 for field trips, cooking

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 4:00-7:00 p.m. MTWR, HA-207

636308 Mathematics 308 FINANCIAL MATHEMATICS

4 semester hours

N.C. Meyer

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

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

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

BIBLIOGRAPHY: Cissell, *Mathematics of Finance*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: High School Algebra

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

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

MATHEMATICS • MODERN & CLASSICAL LANGUAGES

636311 Mathematics 311 APPLICATIONS OF STATISTICS

4 semester hours
B. Alvin

An introduction to probability, descriptive statistics and some distributions. Statistical inference, hypothesis testing and estimation from random samples. Regression, analysis of variance and analysis of covariance will be discussed. There will be an introduction to the use of the computer and statistical software, either SPSS or SCSS. If time permits, students will learn to use a code sheet in order to compute statistics from a data base. There will be some emphasis placed on the theory as well as methodology. This class is intermediate between Statistics 231 and Math Statistics 341 in terms of theoretical emphasis as well as mathematical prerequisites.

BIBLIOGRAPHY: Gitlow, Howard, *Stat City*.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Math 133 or strong high school math background (4 years). This class is not partial fulfillment of Option III of College Arts and Sciences language requirement.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:30 a.m.–1:00 p.m. daily, OA-106.

636312 Mathematics 312 MATHEMATICAL PUZZLES AND PARADOXES

4 semester hours
J. Herzog

Mathematical puzzles and paradoxes provide an interesting way to introduce students to mathematical concepts. The simple mathematics underlying many puzzles, card tricks, apparent paradoxes, etc., will be studied. Many recreational mathematics books will be used as references. Types of puzzles studies will include those using (1) logic, (2) algebra, (3) geometry, (4) arithmetic, and (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*; Gardner, *The Scientific American Book of Mathematical Puzzles and Diversions*; Gardner, *The Unexpected Hanging*; Gardner, *Mathematical Carnival*; Schuh, *The Master Book of Mathematical Recreations*; Mott-Smith, *Mathematical Puzzles*; Loyd, *Mathematical Puzzles of Sam Loyd*. And many others.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: High school algebra

GRADING SYSTEMS: H, P, NC

MAXIMUM ENROLLMENT: 40

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

636319 Mathematics 319 HISTORY OF MATHEMATICS

4 semester hours
K. Batker

The course will be a look at some high points in the development of mathematics including:

- (1) The birth of arithmetic systems in Egypt and Babylonia.
- (2) The heyday of Greek geometry.
- (3) The scientific revolution, birth of physics, and the coming of age of mathematics in western Europe.
- (4) Developments between logic, mathematical models, science, and Truth in the 19th and 20th centuries.

An effort will be made to view the mathematical concepts in the contexts of their historical settings (i.e., together with the scientific and social developments of their times).

Classes will be lecture-discussion format.

Grades will be determined by a test at mid-Interim, a paper on some facet of the history of mathematics to be arranged with the instructor, and a final exam.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: An interest in mathematics and its history plus the equivalent of one semester of calculus or consent of the instructor.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:00–10:30 a.m. daily, OA-106.

638302 Modern And Classical Languages 302

THE SILENT WORLD: AN EXPERIENCE IN DEAF AWARENESS

4 semester hours
J. DeSherlia

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

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

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

BIBLIOGRAPHY: Tom Humphries, Carol Padden, Terrence J. O'Rourke, *A Basic Course in American Sign Language*.

REQUIREMENT FILLED: Interim

GRADING SYS. EM: H, P, NC

MAXIMUM ENROLLMENT: 30

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

654307 Modern & Classical Languages— Spanish 307 **HISPANIC CULTURE AND CONVERSATION**

4 semester hours

L. Faye

This course will consist of two components which will be interwoven into a whole. One half to two thirds of the course will be a concentrated Spanish language unit, implemented with an introduction to pronunciation, daily conversational drills, written and oral homework assignments, and daily laboratory drill. An amount of work roughly equivalent to two months at normal pace will be covered. Students with interest in particular areas will be able to learn to use appropriate situational vocabulary (i.e., social work, medicine, business).

The other component in the course will include several cultural units (both of an historical and contemporary nature) important to an understanding and appreciation of the Hispanic cultures—both Spain and the many Spanish-speaking countries in America. Units to be covered include: Roman Spain, foundation of a culture; contributions of the Arabs to the art, architecture, literature, history and other aspects of Spain and Spanish life; Hispanic contributions to western culture in areas of music, art and literature; Spain in the Americas; the growing Hispanic population in the United States—needs and contributions.

There will be a special unit on foods of the Hispanic world, and students will prepare some of these. Also, contemporary cultural materials of both Spain and Hispanic America will be included with films and slides for class enrichment. Guest speakers will be invited to class to address topics of special interest.

Evaluation: Each student will be expected to develop and present a project or topic of study in line with his or her particular interests. There will be written and oral tests and reports and a comprehensive evaluation of the daily class participation of each individual student.

BIBLIOGRAPHY: Jarvis and Lebrede, *Spanish for Communication Workbook, Social Services Workbook, Medical Personnel Workbook*; Jarvis, Lebrede and Planells, *Business & Finance Workbook*; Jarvis and Oliver, *Law Enforcement Workbook*; Jarvis, Lebrede and Mena, *Basic Spanish Grammar*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$10 film and food fee

MAXIMUM ENROLLMENT: 30

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

642308 Modern and Classical Languages—German 308 **DEUTSCHES PRAKTIKUM**

4 semester hours

R. Swenson

Students who have completed both semesters of German Composition and Conversation (351, 352) are invited to continue their involvement in German during an intensive, in-depth language experience. We will meet six hours per day, and in addition to gaining additional practice in hearing, speaking, writing and reading, we will explore many facets of contemporary language and culture. There will be no required text, and we will utilize current newspapers, magazines, short wave programs, films, tapes and cassettes from German-speaking countries. From time to time we will have guest speakers who will share with us their expertise and experience.

A format of this type is ideal in the language learning milieu, for the concentrated nature of the Interim precludes students' taking other course work and there are no other requirements and obligations of other classes. German will be used exclusively in all class meetings.

Students who feel their German is adequate for this type of learning experience and who have had less than the required two semesters of Composition and Conversation may petition the instructor for permission to participate in this course.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MEETING TIME AND PLACE: 9:00 a.m.–12:00 noon, 1:00–4:00 p.m. daily, HA-214

MODERN & CLASSICAL LANGUAGES

652309 Modern & Classical
Languages—Scandinavian 309

SCANDINAVIAN SMÖRGÅSBORD

4 semester hours
J. Rasmussen

Our academic smörgåsbord will present tempting tidbits of Scandinavian culture.

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

The focus will then turn to the folklore of Scandinavia, as communicated through selected ballads, folktales and legends. As a part of this unit we will listen to recordings of traditional ballads and folksongs and compare them with modern versions.

Literary interpretations of the Scandinavian experience will form the central course segment. We will examine the comic vision of Danish dramatist Ludvig Holberg, the lyric expression of poets from Finland and Iceland, and the national perspective of prose writers like Norway's Knut Hamsun and Sweden's Selma Lagerlöf.

Our smörgåsbord will be capped by a discussion of holidays and everyday social customs, culminating in the production of a true Scandinavian buffet. All members of the class will join in the preparation and enjoyment of typical ethnic foods.

Students will be encouraged to listen regularly to KPLU's "Scandinavian Magazine" and to attend local Scandinavian cultural events.

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

BIBLIOGRAPHY: Dale Brown, *Cooking of Scandinavia*; George Dasent, tr., *East O' the Sun and West O' the Moon*; Knut Hamsun, *Growth of the Soil*; Selma Lagerlöf, *The Story of Gösta Berling*; Einar Haugen, "The Scandinavian Languages"

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$12 for films, food and materials

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 2:00–4:00 p.m. daily, HA-204B

638310 Modern and Classical Languages—
Classics 310

POMPEII

4 semester hours
R. Snee

On 24 August A.D. 79 the volcano Vesuvius in southern Italy erupted, covering the cities of Pompeii and Stabiae with ash and pumice and inundating the city of Herculaneum with mud. These ancient cities, remarkably preserved by the action of Vesuvius, remained buried for centuries and it has been only in the past 200 years that systematic excavation has reclaimed them from the tomb. We can now walk the streets, enter the shops and homes, visit the temples, municipal buildings, theatres and baths of an ancient town. Pompeii, particularly, affords us a view of a city of prosperous shopkeepers catering to wealthy Romans seeking the resorts of the South.

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

Evaluation will be based on a midterm and a final which will include slide identification.

BIBLIOGRAPHY: Grant, M., *Cities of Vesuvius: Pompeii and Herculaneum* text; (on reserve); Brion, M., *Pompeii and Herculaneum*; Lukas, J., *Pompeii and Herculaneum*; Maiuri, *Pompeii and Pompeii, Herculaneum and Stabiae*

EQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 a.m.–12:00 noon daily, HA-215

638313 Modern & Classical Languages—
German 313

FAUST AND DON JUAN

4 semester hours

P. Webster

One of Dr. Martin Luther's famous contemporaries was the vagrant scholar and charlatan Dr. John Faustus. He boasted of magical powers and even claimed to be related to the devil himself. Legend has it that Faustus signed a pact with the devil, exchanging his immortal soul for twenty-four years of power and forbidden knowledge. Dr. Luther spoke of Faustus on at least two occasions. Against the infernal Dr. Faustus, he said, one needed the Lord's protection. Faustus supposedly was carried off to hell about 1540. Pious souls in Protestant Germany saw in his fate a sign that man should not attempt to learn more than heavenly power allows.

Not long afterward Faust was joined in hell by Don Juan. Like Faust, this libertine had driven himself ruthlessly in pursuit of the absolute. He had also put off the day to repent and leave his sensual life. His ultimate act of brashness is said to have occurred in a cemetery, before the tomb of a man he had slain. A marble statue of his victim urged Don Juan to mend his ways, but the Don merely invited it to come dine at his home. The hour when the statue came to dinner was Don Juan's last.

Faust and Don Juan have much in common and numerous greats of European letters and music have dealt with them during the past three centuries, including Tirso de Molina, Moliere, Goethe and Mozart. At different points in history these great sinners, Faust and Don Juan, have been seen variously as contemptible, pitiable or even admirable. At one point, Faust was even sent to heaven.

This course aims to survey the changing fortunes of Faust and Don Juan over the past three hundred years. Class will meet daily for about two hours for lecture, slides, music and discussion of the reading. All assignments are in English; no knowledge of a foreign language is necessary.

BIBLIOGRAPHY: Berlioz, *The Damnation of Faust*; Goethe, *Faust I and Act 5 of Faust II*; Marlowe, *Dr. Faustus*; Moliere, *Don Juan*; Mozart, *Don Giovanni*; Tirso, *The Playboy of Seville*

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 20

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

638318 Modern and Classical Languages
318

QU'EST-CE QUE LE STRUCTURALISME? (What is Structuralism?)

4 semester hours

D. Sudermann

No, this is not a course in French but an interdisciplinary inquiry into the nature and application of structuralist method. No approach to knowledge has had greater influence in the humanities and social sciences in the twentieth century than structuralism. From its historical roots in de Saussure's *Cours de linguistique générale*, structuralism spread to anthropology, history, sociology, biblical hermeneutics and literary criticism. Readings in each of these areas will be assigned and will include classic works of de Saussure, Todorov, Levi-Strauss, and Barthes. In addition the relation of structuralist method to modes of thought in the sciences will be debated. Upper-level students with a disposition to think philosophically should find this course interesting and challenging. Students in Core II, religion, philosophy, anthropology and English will find the topic especially pertinent. Classwork consists of readings, discussion and a final essay examination.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 15 (participation in discussion will be essential for all students)

MEETING TIME AND PLACE: 1:00–3:00 p.m. daily,
Library Seminar Room 106

698301 Music/Comm Arts/Art 301 A CULTURAL TOUR OF NEW YORK CITY

(See off-campus listing)

656303 Music 303 INTRODUCTION TO PIANO

4 semester hours
G. Gilbertson

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

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

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

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

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

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

BIBLIOGRAPHY: For students with no previous experience in music: Starr, *Basic Techniques*; For students with previous experience in music other than piano; Heerema, *Progressive Class Piano*; For students with previous experience with piano; bring materials last worked and/or music desired to work on. Approval of instructor required. For all students (optional): Moore, *Listening to Music*. If there are questions, please consult with instructor before leaving for Christmas vacation.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: A, B, C, D, E (Grades are based on the following: Performance: 1/2; Diary, Notes: 1/4; Final Exam: 1/4)

MAXIMUM ENROLLMENT: 30

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

656305 Music 305 BEGINNERS BAND

4 semester hours
Staff

Beginning class instruction on any of the following instruments: flute, clarinet, saxophone, trumpet, French horn, trombone, baritone and tuba. Absolutely no experience or prior musical training is necessary. The University does have a limited number of instruments available; however, it would be best if students would find an instrument to use from friends, family or perhaps rental from a music store. The instructor will welcome any questions before Interim begins (Contact Music Department Office, ext. 7601). It is important to have all instruments in working order, so the first class meetings can be used to start "playing." The only expense will be a class method book, reeds or oil.

BIBLIOGRAPHY: Standard class method book to be determined

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 35

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

656306 Music 306 JOHANN SEBASTIAN BACH: NINE CANTATAS WITH A PASSION

2 semester hours
D. Dahl

This course is designed to provide insight and understanding for both novice and trained musician into nine of the better known sacred and secular cantatas of J.S. Bach, plus his *St. Matthew Passion*.

During each one hour session two complete cantata will be considered through analysis, listening and discussion. In addition to the study of the composer's technical musical language, attention will be given to the unique relationship between text and music which Bach uses in remarkable ways to intensify the total impact of his art forms.

Class time will be divided between lecture, listening, open discussion and individual research reports. Attendance at a live performance of a Bach cantata will be scheduled if feasible. The final three days will be used for the *St. Matthew Passion*.

Evaluation of the course will be based on a final examination (with open scores), research projects and class attendance.

Open to all students. A rudimentary knowledge of music fundamentals (reading notes, rhythms) is recommended to facilitate the reading of musical scores.

BIBLIOGRAPHY: Bach, *Eleven Great Cantatas* (score); Bach, *Coffee Cantata* (score), *St. Matthew Passion* (score); Whittaker, *The Cantatas of J.S. Bach*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 36

MEETING TIME AND PLACE: 8:30–10:30 a.m. TWR, EC-227

664308 Nursing 308

MEDICATIONS: THEORY AND ADMINISTRATION

2 semester hours

Y. Yumibe, C. Kirkpatrick, S. Aikin, J. Lingenfelter

This course will be a combined theory and clinical course. It is designed to provide knowledge of pharmacological implications of nursing care and an increased expertise in medications and administration. Classes will be held describing major drug categories and their relationship to pathophysiology. The student will administer medications under supervision in various clinical facilities. Evaluation will be based upon theory examinations and safe performance in administration of medications.

BIBLIOGRAPHY: *Drugs*. Nursing Reference Library, Compiled by Nursing 82.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Nursing students who have successfully completed Level III. Tally cards required.

COURSE LEVEL: Advanced

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 16

MEETING TIME AND PLACE: Week 1: 8:00 a.m.–2:30 p.m. M, 10:00 a.m.–12:00 noon T; Week 2 & 3: 10:00 a.m.–3:00 p.m. M, 11:00 a.m.–3:00 p.m. T,R; Week 4: 10:00 a.m.–3:00 p.m. M, 11:00 a.m.–3:00 p.m. T,R, 10:00–12:00 noon F, IN-122

664311 Nursing 311

SURGICAL INTERVENTION

4 semester hours

F. Gough

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

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

Students will be evaluated by written work and clinical performance.

REQUIREMENT FILLED: Interim

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

COURSE LEVEL: Advanced

GRADING SYSTEM: P, NC

COST IN ADDITION TO TUITION: Transportation and meals

MAXIMUM ENROLLMENT: 10

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

Lab B: Jan. 3 only, 10:00 a.m.–12:00 noon; 1:00–5:00 p.m. Thereafter RF and rotating W 7:00 a.m.–3:30 p.m.

666101 Philosophy 101

PHILOSOPHICAL ISSUES

4 semester hours

G. Arbaugh

An examination of a variety of traditional philosophical issues which arise in the contexts of science, religion, law, morality and art. We will examine conflicting views on such matters as: freedom and determinism, cultural relativism in morality and claims of objective truth, changing personality and fixed moral and legal responsibility, scientific methods and possible knowledge of God, and the subjectivity of esthetic tastes and standards for artistic judgment. In the process of examining these important but puzzling issues, students will become acquainted with the thoughts of a number of famous thinkers, but the focus of the course will be equally fixed on the development of analytic reasoning skills, learning to think critically and effectively for oneself about any matter.

Students will be graded on the basis of a) weekly quizzes on reading material and lectures, b) a final examination covering major themes in the course, c) preparation for and participation in regular class discussions, and d) an optional term paper which, written under the supervision of the instructor, will assist in developing writing and reasoning skills, and allow for in-depth exploration of an area of special interest.

BIBLIOGRAPHY: Harold Titus, *Living Issues in Philosophy*; Malyon Hepp, *Introductory Readings in Philosophy*.

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 9:30 a.m.–12:00 noon daily, X-203

666125 Philosophy 125
**MORAL PHILOSOPHY: THE
 MEANING OF LIFE**

4 semester hours
 J. Nordby

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

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

BIBLIOGRAPHY: Barth, John, *The Floating Opera*; Camus, Albert, *The Stranger*; Ibsen, Henrik, *An Enemy of the People*; Koestler, Arthur, *Darkness at Noon*; Davidson, *Philosophies Men Live By*

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 30

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

666310 Philosophy 310
**SCIENTIFIC CREATIONISM:
 THE ORIGIN OF SPECIES AND
 THE DISSENT OF MAN**

4 semester hours
 C. Huber

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

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

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

BIBLIOGRAPHY FILLED: Interim

GRADING SYSTEM: H, R, NC

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 8:00-11:00 a.m. daily, HA-202

666312 Philosophy 312
PRICING LIFE

4 semester hours
 P. Menzel

People often choose whether or not to spend a certain number of dollars to reduce a risk to their life or their health. Government often faces the same choice in its legal relations or its spending on our behalf. In making such decisions, should the value of life and health be reviewed as having a dollar price? When has it, and when not? If it does have, how big is it? How ought we to think through such a decision, and who should make it? Can some people make it for others?

The class will become familiar with various underlying viewpoints on this package of problems in economics, moral philosophy and law. It will also look at various particular contexts where these issues come into contention, some in considerable detail: for example, Ford Motor Company's famous Pinto gas tank decision, OSHA's safety regulations for the workplace, damage suits for compensation for wrongful death, decisions to make some new health care technology available, and the local ASARCO smelter pollution control regulation.

Emphasis will be placed on class participation. Students will write a daily log of some of their reflections, and either a short paper and a class presentation or a longer paper.

BIBLIOGRAPHY: William Lowrance, *Of Acceptable Risk*; Steven Rhoads (ed.), *Valuing Life*; Richard Schwing and Walter Alberts, Jr. (eds.), *Societal Risk Assessment: How Safe is Safe Enough?*; Miscellaneous documents and articles.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, R, NC

COST IN ADDITION TO TUITION: \$5.00 for visits to local facilities.

MAXIMUM ENROLLMENT: 40

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

(See Modern and Classical Languages 318,
**QU'EST-CE QUE LE
 STRUCTURALISME?**)

668100 Physical Education 100
**PERSONALIZED FITNESS
PROGRAM**

1 semester hour
Staff

COST IN ADDITION TO TUITION: \$5.00

MAXIMUM ENROLLMENT: 40

MEETING TIME AND PLACE: 11:00 a.m.-12:15 p.m.
daily, Field House

668202 Physical Education 202
BEGINNING GOLF

1 semester hour
R. Carlson

MAXIMUM ENROLLMENT: 20

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

668204 Physical Education 204A
BOWLING

1 semester hour
R. Carlson

COST IN ADDITION TO TUITION: \$20.00

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 8:00-9:15 a.m. daily,
University Center Bowling Alley

668205 Physical Education 204B
BOWLING

1 semester hour
R. Carlson

COST IN ADDITION TO TUITION: \$20.00

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 9:30-10:45 a.m. daily,
University Center Bowling Alley

668208 Physical Education 208
SKIING

1 semester hour
Staff

RESTRICTIONS OR PREREQUISITES: Students may not
register for any other classes that have time conflicts with
the skiing class.

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

MAXIMUM ENROLLMENT: 60

MEETING TIME AND PLACE: Lecture: 7:30 p.m.
Mondays January 3, 10, 17, 24, HA-101

Slope Sessions: 12:30-10:00 p.m. January 4, 6, 11, 13, 18,
20

668210 Physical Education 210
SLIMNASTICS

1 semester hour
K. Hemion

MAXIMUM ENROLLMENT: 50

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

668225 Physical Education 225
CO-ED VOLLEYBALL

1 semester hour
Staff

MAXIMUM ENROLLMENT: 50

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

670292 Health & Physical Education 292
FIRST AID
 2 semester hours
 E. Anderson

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

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

REQUIREMENT FILLED: Major and Red Cross Certification

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

COST IN ADDITION TO TUITION: \$4.00 lab fee

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 12:30-2:00 p.m. daily, OA-104

668302 Physical Education 302
SPORT IN SOCIETY
 4 semester hours
 C. Hacker

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

BIBLIOGRAPHY: Leonard III, Wiblert M., *A Sociological Perspective of Sport*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 40

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

668304 Physical Education 304
THE OLYMPIC GAMES AND AMATEUR SPORTS IDEALS
 4 semester hours
 D. Olson

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

BIBLIOGRAPHY: Glader, Gene, *Amateurism & Athletics*; Segrave, Jeffery and Chu, Donald, *Olympism*; "The Olympian," (periodical), current issues.

REQUIREMENT FILLED: Interim; will count toward coaching minor

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:30 a.m.-12:30 p.m. daily, OA-105

668308 Physical Education 308
SPORTS MOTIVATION
 2 semester hours
 E. Westering

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

BIBLIOGRAPHY: Tutko, *Sports Psychology*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

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

MAXIMUM ENROLLMENT: 30 students

MEETING TIME AND PLACE: 9:00-10:30 a.m. daily, OA-105

668310 Physical Education 310
MOVEMENT WORKSHOP

4 semester hours
M. McGill

This modern dance workshop is designed to provide daily movement opportunities in the areas of dance technique, improvisation and choreography. It is an intense time in which dance philosophies will be shared and explored. We will be broadening our cultural experiences by attending off-campus dance concerts, classes and lectures. Students will have an opportunity to perform compositions in an informal setting at the end of the session. There may be one additional charge (optional) for concert attendance to be announced during the course.

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

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

MAXIMUM ENROLLMENT: 28

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

670311 Health Education 311
**FAMILY CENTERED
CHILDBIRTH**

4 semester hours
P. Hoseth

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

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

Course expectations include: attendance, participation in class discussions, and reading from textbooks. Additional

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

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

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

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

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

668313 Physical Education 313
**DRUGS, ERGOGENIC AIDS, AND
THE ATHLETE**

2 semester hours
G. Nicholson

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

BIBLIOGRAPHY: Selected readings from articles.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 12:30-2:00 p.m. daily, OA-103

PHYSICS & ENGINEERING • POLITICAL SCIENCE • PSYCHOLOGY

698305 Physics & Engineering 305 THE ART OF ELECTRONICS

4 semester hours
K.E. Davis

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

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

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

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

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$20 per student for laboratory fees.

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 9:00 a.m.-10:30 a.m. MR, 9:00 a.m.-12:00 noon TWE, 1:00 p.m.-4:00 p.m. daily, R-112

676306 Political Science 306 CRIME AND PUNISHMENT

4 semester hours
Y. Huggins-McLean

This course is designed to introduce the student to the process and problems of the criminal justice system through direct observation. Emphasis will be placed on the examination of judicial roles (e.g., parties, attorneys, judges, social workers) and decision-making.

The student will observe criminal proceedings in the federal, state and local court systems in the immediate area. To assist in the observation, a variety of techniques will be utilized. In addition to observing court proceedings, interviews will be arranged with classroom participants on both a class and individual basis.

The class schedule will be divided into three parts: 1) 3-5 day introduction and background, 2) 3 weeks of observation, and 3) 3 days of project evaluation. Students will meet periodically with the instructor throughout the observation period.

Students will be expected to turn in observation and evaluation forms that will be the basis of their grades. Students using the course for major credit will be given a letter grade.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Students will be expected to provide their own transportation to court sessions.

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-3:00 p.m. daily, Harstad-001

698308 Biology/Political Science 308 SCIENCE AND TECHNOLOGY (See interdepartmental listing)

678309 Psychology 309 PSYCHOLOGY AND THE LAW

4 semester hours
H.A. Marra

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

These questions as well as many other issues in forensic psychology are investigated through lectures, video-tape presentations of court proceedings, class discussion and text mate-

rial. The course is relevant to a wide variety of career routes, including majors in psychology, sociology, anthropology, social work, business, pre-law and nursing. If time permits, field trips will be scheduled to acquaint students with agencies currently working with these topics and issues. Students are evaluated in the course by one quiz and a final examination. Students may elect to complete a research paper or special project for Honors credit.

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 40

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

676315 Political Science 315
**WASHINGTON WINTERIM '83:
 THE NEW FEDERALISM—THE
 NEW CONGRESS: CONSENSUS
 OR CONFRONTATION**

(See off-campus listing)

678310 Psychology 310
**HAZARDS, DISASTERS AND
 HUMAN BEHAVIOR**

4 semester hours
 C. Hansvick

How do people respond during a flood? Do people panic in a hotel fire? Who remains calm during an earthquake and why? This course will explore how people cope with potentially hazardous physical settings and what happens when a natural disaster actually strikes. Both the short- and long-term effects upon the individual and society will be examined.

Following an introduction to the literature, students will be expected to develop a structured questionnaire and practice interviewing techniques. They will then be contacting and interviewing individuals in the community and surrounding area who deal with emergencies at an organizational level (e.g., a fire chief or disaster relief supervisor) or who have been personally at risk in some naturally-occurring disaster (e.g., a flood victim). Other field experiences and guest speakers are being planned. However, the major portion of the class will be devoted to the gathering and synthesis of the interview information. Students should expect to participate fully in every class period and should be comfortable with interacting on a one-to-one basis with peers and strangers.

Evaluation will be based upon the written report of the interview and a final examination on the classroom lecture material.

BIBLIOGRAPHY: D. Canter, (Ed.), *Fires and Human Behavior*; G.C. Gleser, B.L. Green, and C. Winget, *Prolonged Psychosocial Effects of Disaster*; E.L. Quarentelli (Ed.), *Disasters: Theory and Research*. Assorted readings on reserve in the library.

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Students will be expected to provide their own transportation or car pool to and from interviews and field experiences.

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-3:00 p.m. M-R, X-114

678318 Psychology 318
**INVOLVEMENT IN A
 THERAPEUTIC COMMUNITY**

4 semester hours
 E. Severtson

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

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: First Day—2:00-4:00 p.m. HA-208a. After first day, class meets every day for four hours at Western State.

680131 Religion 131
**JUDAEO-CHRISTIAN LIFE AND
 THOUGHT**

4 semester hours
 D. Suter

The Bible has been a key document in the formation of the Western tradition. The class will focus on Biblical concepts of God, the individual, the world, and society, and the formative role these concepts have played in Judaism and Christianity—as well as in our own self-consciousness. Special topics will include creation and science, Biblical law and contemporary society, and the meaning of suffering. Attention will be given both to reading and understanding specific passages or books of scripture (Genesis 1–11, Exodus 1–23, Job, Mark, Romans 1–8) and to examining the impact of these writings upon various individuals whose creativity has shaped the way we think (Augustine, Martin Luther, Elie Wiesel, Archibald MacLeish, Leo Tolstoy). The student will be expected to develop his or her own responses to the theological issues raised by the course. Class sessions will include discussion, lecture, movies and a dramatic reading of scenes from MacLeish's *J.B.*

The student will be responsible for class attendance, assigned readings, two exams and a journalistic paper developing his or her own response to an issue raised by the course.

The student will be graded upon mastery of the material and the ability to express it with clarity in writing and to respond with honesty and intelligence to the issues raised.

BIBLIOGRAPHY: J.H. Hexter, *The Judeo-Christian Tradition*; Judah Goldin, *The Living Talmud*; St. Augustine, *The Confessions*; Roland Bainton, *Here I Stand: A Life of Martin Luther*; Elie Wiesel, *Night*; Archibald MacLeish, *J.B.*; Leo Tolstoy, *The Death of Ivan Ilych*.

REQUIREMENT FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 45

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

680300 Religion 300
**RELIGION AND THE SEARCH
 FOR SOCIALISM IN
 TANZANIA**

4 semester hours
 S. Govig

Post-colonial Tanzania began its *ujamaa* (“relationships of the extended family”) socialism in 1967 with Julius Nyerere’s “Arusha Declaration,” which dogmatically defines *ujamaa* and is the foundation for the ideal goals of Tanzanian socialism. *Ujamaa* is widely admired and studied from many points of view. Yet an example of such studies, Gören Hyden’s excellent *Beyond Ujamaa in Tanzania: Underdevelopment and an Uncaptured Peasantry*, overlooks the nation’s unusual multi-religious society in which, so far as the government is concerned, three religions are recognized and co-exist: African traditional religion, Islam and Christianity. Thus our inquiry seeks better to understand (1) how each religion responded to *ujamaa*, (2) Church-state issues involving, for example, polygamous marriage and the banning of sects, and (3) the contribution of religion to nation building.

Given the circumstances, major attention is given to the Christian religion. Maintaining that it is misleading to distinguish Christians as “European,” “North American” or “African,” the instructor prefers the ecumenical “family of God”. In such a context every Christian may respond positively to worldwide hurts in the family. That interested students will wish to do so is assumed; *how* to respond is our critical discussion question. In 1981–82 the instructor lectured and traveled in Tanzania, a Third World country, where the life expectancy is fifty-one years. He saw effects of poverty, malnutrition, and disease leading to sub-human living conditions. This experience, his attendance at two Lutheran World Federation Development Consultations, and conversations with students and colleagues at the Makumra Theological College have shaped the course design.

Scholars such as Mbiti, Idowu and Parrinder provide an introduction to African traditional religion, and J. Spencer Trimingham to Islam in Africa. John S. Pobee *Toward an African Theology*, Helder Camara’s liberation theology, and the critique of this school in Edward Norman, *Christianity and the World Order* give Christian backgrounds.

Films, outside speakers as available, a term paper or independent study activity such as the preparation of a talk in the subject area will be included.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 1:00–3:00 p.m. daily,
 HA-207

698307 English/Religion 307
**LIVING IN GOD’S SILENCE: THE
 FILMS OF BERGMAN**

(See interdepartmental listing)

680308 Religion 308

ENTERING THE PATH OF ENLIGHTENMENT: AN INTRODUCTION TO BUDDHISM

4 semester hours

P. Ingram

The purpose of this course is to engage the student in a critical, rigorous dialogue with the Buddhist tradition. To implement this goal, the focus of this course will be primarily directed towards two concerns:

1. To acquaint the student with the variety of forms which Buddhist thought has assumed in its Indian, Chinese and Japanese traditions.
2. To explore the possibilities and necessities of dialogue between Buddhist and Christian faith: a.) What can Buddhism contribute to a Christian understanding of the world, b.) What can Christianity contribute to the Buddhist vision of reality, and c.) Can Buddhism and Christianity jointly supply a vision of reality which is supportive of the quest for meaning in a "modern" world which may be skeptical of any quest for meaning.

This course will presuppose a general lack of knowledge about Buddhism and some knowledge of Christian faith on the part of the student. For this reason, the lecture format will be the primary method by which the class will be taught, although in a manner that will encourage questions and a good deal of class discussion. Students will write a research paper, which will be the main basis for evaluation.

BIBLIOGRAPHY: de Bary, William Theodore, *The Buddhist Tradition in India, China, and Japan*; Mantics, Marion L., *Entering the Path of Enlightenment*; Pardue, Peter A., *Buddhism*; Tillich, Paul, *Christianity and the Encounter with the World Religions*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

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

680341 Religion 341

OLD TESTAMENT STUDIES: BIBLICAL ARCHAEOLOGY—DOES ARCHAEOLOGY PROVE THE BIBLE?

4 semester hours

R. Gehrke

This course will consider the basic methods and chief results of archaeological research related to the Bible. After an introductory survey of the history and methods of modern scientific archaeology, significant finds will be considered chronologically: those of the Bronze Age (relating to the patriarchs, the exodus, wilderness sojourn, conquest of

Canaan) and those of the Iron Age (relating to the Judges, Israelite monarchy, exile, post-exilic and "inter-testamental" periods). Some consideration will be given to the Palestine of Jesus' day and the Roman world of the earliest church.

Currently popular topics ("Have They Really Found Noah's Ark?") will receive consideration but emphasis will be on those discoveries which have broader and deeper significance for biblical studies (e.g., the Babylonian Flood Accounts). By choosing for special personal study a biblical site which is representative of a period (e.g., Samaria during the Divided Kingdom) the student will learn to evaluate by scholars primarily interested in biblical history. Although not absolutely prerequisite, some general knowledge of biblical history is desirable.

BIBLIOGRAPHY: W.F. Albright, *The Archaeology of Palestine*; J. Pritchard, (ed.), *The Ancient Near East*, K. Kenyon, *The Bible and Recent Archaeology*; G.E. Wright, *Biblical Archaeology*

REQUIREMENT FILLED: General University Core Requirement

RESTRICTIONS OR PREREQUISITES: Religion 241 or its equivalent or consent of instructor

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

MAXIMUM ENROLLMENT: 35

MEETING TIME AND PLACE: 8:00-10:00 a.m. daily, HA-206

698304 Sociology and Anthropology 304

SIMSOC: SIMULATED SOCIETY

4 semester hours

P. Harris

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

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

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

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

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 47

MEETING TIME AND PLACE: 2:00-4:00 p.m. daily, OA-103, OA-104, OA-105, OA0-106

698306 Sociology and Anthropology 306
**COMPUTER APPLICATION IN
 THE BEHAVIORAL SCIENCES**

4 semester hours
 Staff

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

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

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

REQUIREMENT FILLED: Interim

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.–12:00 noon
 daily, HA-211

686307 Sociology 307
**OTHER REALITIES: AN
 INTRODUCTION TO THE
 CONSCIOUSNESS MOVEMENT**

4 semester hours
 W.D. Oberholtzer

Critics call it the rebirth of the bizarre. Disciples claim it the return to wholeness. But regardless of the conflicting verdicts, the unusual, even the miraculous, fills bookstores and conversations from New York to San Francisco. For insiders, the talk is about what some call "The Aquarian Conspiracy" or what I call The Consciousness Movement. Our concern during the Interim will be with those people whose beliefs and practice make up the Movement's mainstream. Their interests—and, therefore, our subjects—are both practical and esoteric: dreams, holistic health, self-hypnosis, extrasensory realities, new age business and social service, psychic healing, life-after-death experiences, healing sound, body-awareness, and in general the "insearch" which meditation represents. For the obedient Westerner, much will be uncommon, even unbelievable. However, throughout the course we will attempt to separate the serious from the silly, to walk gingerly through the falsely advertised "mind field," and to mix a proper measure of caution with the necessary amount of enthusiasm. Our purpose, too, will be to assess the impact of this social movement upon the wider culture and to explain its emergence in relation to that cultural background. Lecture presentations and demonstrations will be interwoven with in-class exercises, outside speakers, group discussion and a marvelous collection of provocative, new age films. You will look closely at three or four books and write journal analyses which will connect that reading with what we do in class and with your own unique interests in the area. Based upon student response in the past, you may find this course the most mind-expanding of your college career, an echo which will travel far beyond the final day.

BIBLIOGRAPHY: Berkeley Holistic Health Center, *The Holistic Health Handbook*; Ann Faraday, *The Dream Game*; Marilyn Ferguson, *The Aquarian Conspiracy*; Lawrence LeShan, *How to Meditate*; Freda Morris, *Self-Hypnosis in Two Days*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 6:00–9:00 p.m. Friday (begins Friday, January 7) and 9:00–12:00 noon and 1:00–4:00 p.m. Saturday (ends Saturday, January 29), HA-117

698310 Sociology/Chemistry 310
**PALAU: AN ENDANGERED
 CULTURE**

(See off-campus listing)

686312 Sociology 312

RACISM IN AMERICAN LIFE: A COMPARATIVE APPROACH

4 semester hours

E. Dumor & S. Thornton

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

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

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

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

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

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 1:00–3:00 p.m. daily, HA-209

684303 Social Work 303

THE HUMAN SERVICES

4 semester hours

V. Hanson

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

This is a course which emphasizes primarily experience in contrast to the traditional classroom structure. Students will be assigned to Rainier School, a state institution serving the “mentally retarded.” No written work of a formal nature is required but students will be expected to keep a “reflective log” recording their feelings, perceptions and questions. Attendance at Rainier School from 9:00 a.m. to 3:00 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 on these sessions, students will be encouraged to indicate, if at all possible, their areas of interest so appropriate placements can be made at the institution. Insofar as possible, assignments to specific program areas at Rainier will correspond to the student's interests. Opportunity will be provided for seminars and group discussion.

BIBLIOGRAPHY: David Rothman, *Discovery of the Asylum*

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

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

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:00–10:00 a.m. first day only, X-206

684449 Social Work 449

CASE MANAGEMENT

4 semester hours

Staff

This course examines the theoretical knowledge base and practical application of effective case management. The roles of the child and family welfare worker as clinician/behavior changer, consultant/educator and broker/advocate will be examined. Special emphasis will be given to developing appropriate case plans which demonstrate ongoing evaluation of practice, as well as proficiency and resource mobilization and creative service development. In addition this course is designed with a practicum lab which will provide supervision of the application of effective case management in practice.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 8:00–11:00 a.m. T, 6:00–9:00 p.m. R, Harstad-101. Additional seminar meetings will be arranged.

698590 Social Work/Psychology 590A (1st two weeks)

SEXUAL DYSFUNCTION AND FAMILY THERAPY

(See interdepartmental listing)

698591 Social Work/Psychology 590B (2nd two weeks)

PSYCHOSOCIAL PATHOLOGY: RELATIONSHIP TO MARRIAGE AND FAMILY

(See interdepartmental listing)

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

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

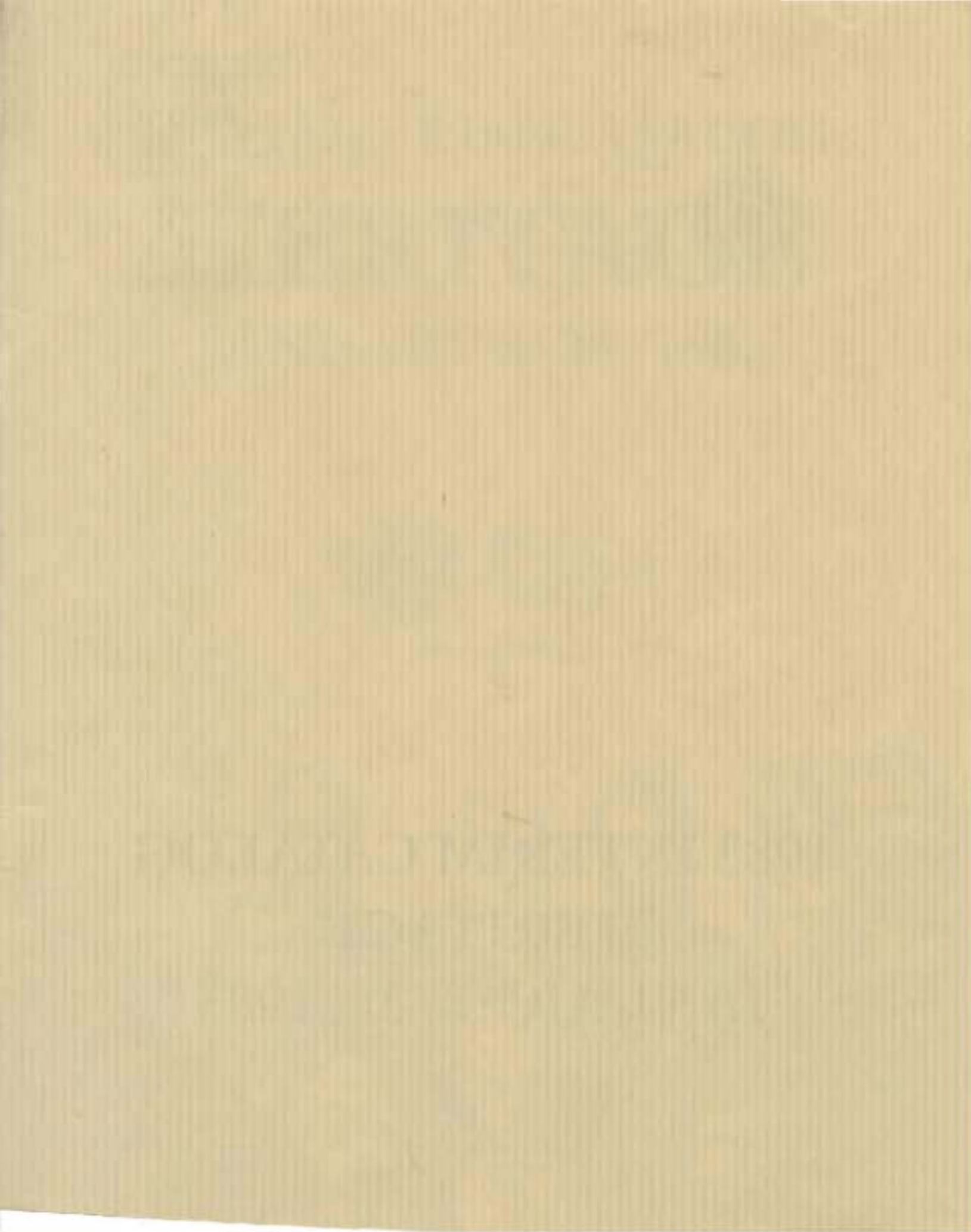
Inquiries concerning the application of said Title IX and published regulations to this university may be referred to:

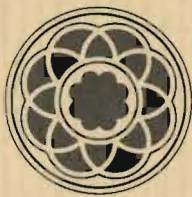
1. The Director of Personnel, Room A-107 Administration Building, Pacific Lutheran University, telephone 535-7185, for matters relating to employment policies and practices, promotions, fringe benefits, training and grievance procedures for personnel employed by the university.
2. The Executive Assistant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

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

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

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





Judith Carr
Interim Coordinator

PACIFIC LUTHERAN UNIVERSITY

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