

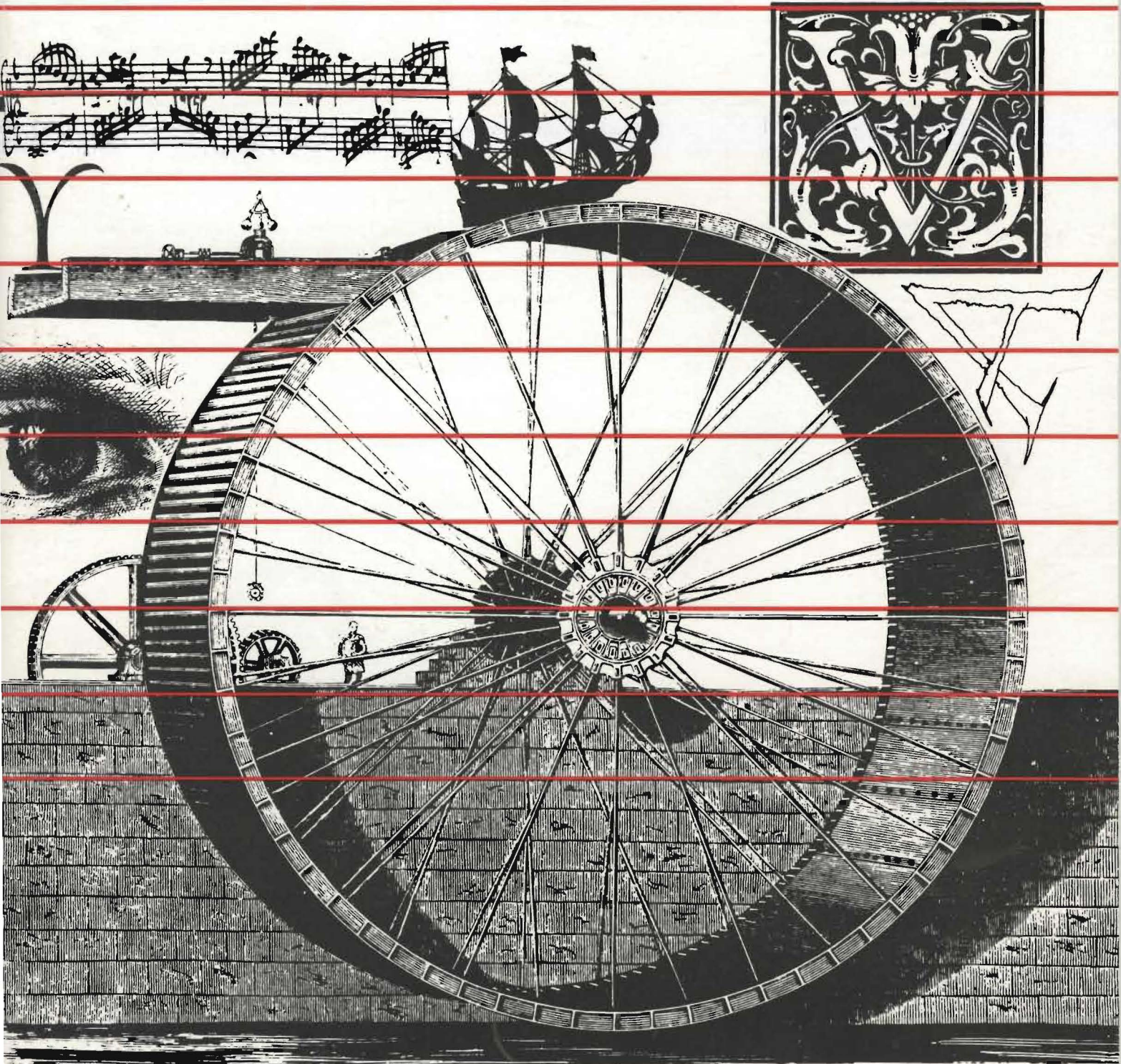


# PACIFIC LUTHERAN UNIVERSITY **Catalog**

**Interim January 5-30 1987**

**THE HUMAN IMAGINATION:**

**Search For Order and Freedom**



# HUMAN IMAGINATION: Search For Order and Freedom

The University community once again has an opportunity to explore a major theme in an intensive month long quest for knowledge and understanding of the human situation. The central focus of Interim '87 is an examination of the role of the human imagination in the endless search for order and freedom.

Titles of courses listed in this catalog suggest the universality and timelessness of the search.

*Imaging the Self*

*Art and Order*

*Poetry of the Imagination*

*Moral Visions*

*Imagery and Symbolism*

*Visions of Order and Freedom*

*Freedom through Motion*

*The Chinese Imagination*

*Stretching Your Imagination*

*Fiddle Your Way to Freedom*

*Political Imagination*

*Freedom and Determination*

*Searching for Freedom*

*Ritual, Festival, and Meaning*

As a community of scholars, students and faculty will together explore the finite and infinite, the natural and supernatural, the indeterminate and the certain, the captive and the liberated. The search extends beyond the campus to the immediate community and to national and international centers of learning. Outside of the classroom, laboratory, and library, Interim '87 also offers a wide assortment of campus enrichment programs to enhance the search for order and freedom.



PACIFIC  
LUTHERAN  
UNIVERSITY

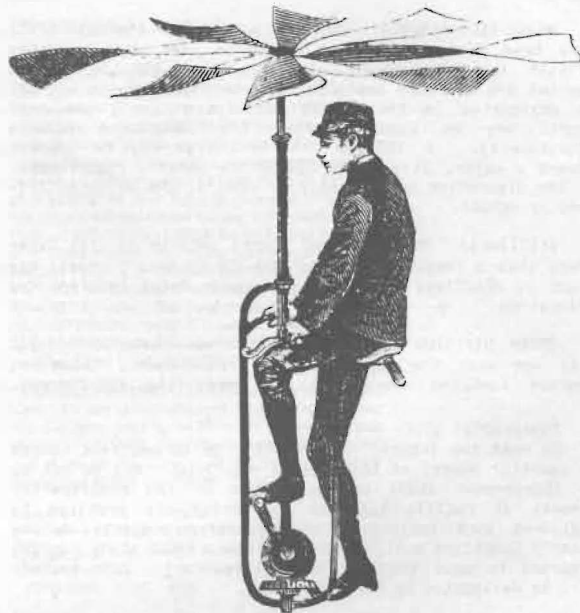


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## THE INTERIM COMMITTEE

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Assistant Professor of History
- Deborah Bishop**  
Student Representative
- John Heusman, Chair**  
Director of the Library
- Chris Meyer**  
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Assistant Professor of Languages
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Assistant Professor of Nursing
- Ann Tremaine**  
Associate Professor of Music
- Judith Carr**  
Interim Director



Address Inquiries About Interim to:  
Judith Carr  
Interim Director  
**PACIFIC  
LUTHERAN  
UNIVERSITY**  
Tacoma, Washington 98447  
(206) 535 7130

*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.*

# 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 or dean of the major department or school.

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

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

## INDEPENDENT STUDY OPTION

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

Merely 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-113). The proposal must then be approved by a supervising instructor and by the chair or dean of the instructor's department or school. The student is responsible for submitting the proposal, with the instructor's and chair's signatures, to the Interim Director (BY NOVEMBER 1.) The Interim Committee will act on the proposal as soon as possible.

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

## PLAN OF ACTION

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

## 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-113). Requests for applications to participate in an exchange on another campus should be directed to the same officer prior to December 1. There is usually a \$10.00-\$20.00 non-refundable application fee payable to the host institution.

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

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

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

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 the 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 University, Thousand Oaks, CA  
Calvin College, Grand Rapids, MI  
Carthage College, Kenosha, WI  
Dana College, Blair, NB  
Denison University, Granville, OH  
Doane College, Crete, NB  
Gustavus Adolphus 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  
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 \$980 for each 4-5 hours taken (\$200 for each hour in excess of 5). Exchange students must also send a non-refundable \$15 application fee with their application. On-campus housing

is required so that exchange students may participate fully in the many special activities offered during Interim. Although the final application deadline is December 1, students are urged to apply earlier since classes and dormitories tend to fill. Exchange applications should be sent to Dr. Judy Carr, Interim Director, Pacific Lutheran University, Tacoma, WA 98447.

#### STUDENT-INITIATED COURSES

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

Any number of students who are particularly interested in a certain subject area may put together a course proposal seeking out a faculty member to serve as 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-113.

## 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-113. January always offers its share of concerts, plays and films. Check the calendar. Most events are free.

#### NEW STUDENT AND EXCHANGE STUDENT GET TOGETHER

If you are a new student during Interim or an exchange student, join us the evening of January 4 (Sunday) at 6:00 p.m. in the Regency Room of the University Center. There will be an orientation to the campus and geographic area, and a chance to meet some PLU students while enjoying refreshments and entertainment.

#### UNIVERSITY CHAPEL

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

The meeting times and place for Chapel will be noted in the Interim calendar.

#### ATHLETIC EVENTS AND RECREATION

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

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

#### SHARE THE WEALTH

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

## REGISTRATION

Continuing students.....November 17-21  
 Registration appointment cards  
 will be mailed to each  
 continuing student.  
 Changes in Registration.....After November 24  
 General Public Registration.....After November 24  
 Continued Registration/Changes.....January 5  
 Class schedule will be confirmed at the time of registration.

#### SPECIAL PROCEDURES FOR OFF-CAMPUS COURSE REGISTRATION

Secure off-campus information forms from directors of individual off-campus courses any time after October 3. Complete registration as noted above. You will be required to pay 10 percent of the cost (tuition excluded) to hold a place in the class at the time of registration. Final payment (excluding tuition) must be paid by December 1. Note other specific payment deadlines listed in the course descriptions. Tuition charges are due on the first day of class. Note that some off-campus courses have special deadlines that differ from the general requirements listed above.

#### EXPENSES/REGULAR FEES

##### TUITION

Pacific Lutheran University bases its tuition on a Cost Containment Plan (CCP) which provides for a maximum of 35 credit hours for the 1986-87 academic year at a cost of \$7155.00. This can be broken down by terms as follows: Full-time students (those taking 10 or more hours in a regular semester (Fall or Spring)) will be charged \$3,330.00 for 10-15 hours plus \$200.00 for each hour in excess of 15. Interim full-time students (those taking 4-5 hours) will be charged \$980.00 plus \$200.00 for each hour in excess of 5. These charges (for those who stay within the blanket range of 10-15 hours for Fall and Spring and 4-5 hours for Interim) if totalled by semester equal \$7640.00. To reduce this total to the CCP maximum rate of \$7155.00 for up to 35 hours an adjustment will be applied to the student's account. This adjustment is called Term Load Flexibility (TLF).

Term Load Flexibility (TLF) is an adjustment which allows for any combination of regular hours during the academic year up to 35 hours, for a maximum charge of \$7155.00. This adjustment (if applicable) will show on the account at the Spring semester pre-billing in late November.

Example #1	Fall	Interim	Spring
Credit Hours	13	5	17
Tuition	\$3330	\$ 980	\$3330
Excess Hours	0	0	\$ 400
TLF Adjustment	0	0	(\$ 485)
TOTAL \$7155	\$ 3330	\$ 980	\$2845

Example #2	Fall	Interim	Spring
Credit Hours	17	0	18
Tuition	\$3330	0	\$3330
Excess Hours	\$ 400	0	\$ 600
TLF Adjustment	0	0	(\$ 505)
TOTAL \$7155	\$3730	\$ 0	\$3425

Example #3	Fall	Interim	Spring
Credit Hours	10-15	4-5	10-15
Tuition	\$3330	\$ 980	\$3330
Excess Hours	0	0	0
TLF Adjustment	0	0	(\$ 485)
TOTAL \$7155	\$3330	\$ 980	\$2845

Graduate Students will be charged at the rate of \$230.00 per credit hour and are not eligible for the Cost Containment Plan or the Term Load Flexibility adjustments.

Special Course Fees: A few specialized courses, e.g., Physical Education, Art and Private Music Lesson, require the payment of a special course fee.

#### ROOM AND BOARD

The University requires that all single, full-time (10 or more semester hours) students room and board on campus unless the student is living at home with parents or legal guardians, is 21 years of age or older during the current semester, or is of senior status (90 semester hours). All exceptions to this policy must be addressed to the Residential Life Office.



# Off-Campus

## BUSINESS IN EUROPE, 1987

60B312 Business Administration 312  
4 semester hours  
D. E. McNabb

This tour is designed to acquaint students with (1) issues in international business, (2) the richness and diversity of European cultures, and (3) the attempts by the Common Market to integrate this region. Students will visit several European countries and will tour corporations and international organizations where they will participate in seminars that focus on various issues in international business (e.g., coping with foreign exchange, the politics of international accounting standards, operating in diverse cultures, international banking, etc.). Students will be encouraged to visit museums and explore the cities in order to observe more of the dimensions of the European experience. The objective is to help the student understand the business issues within the context of their environment. Students will be required to submit a journal describing and synthesizing their European experience.

BIBLIOGRAPHY: E. Kolde, International Business Enterprise.  
REQUIREMENT FILLED: Interim  
RESTRICTIONS OR PREREQUISITES: Sophomores and above  
GRADING SYSTEM: H, P, NC  
COST IN ADDITION TO TUITION: Approximately \$2,000 includes airfare, railroad fare, hotels, ground transportation and breakfasts.  
INSURANCE COVERAGE: Required  
MAXIMUM ENROLLMENT: 20

## EDUCATION AND HUMAN SERVICES IN MEXICO

69B304 Education/Social Work 304  
4 semester hours  
M. Hanson, V. Hanson

Spend eleven days in Cuernavaca, Mexico in a cross cultural experience investigating new models of education and human services. Become acquainted with the people of Mexico and economic, social, political and religious aspects of their lives. Visit groups and institutions and participate in lectures and discussions with resource people from Mexico...educators, health care givers, social workers, co-op organizers. Take side trips to Mexico City. During the first two weeks of Interim students will meet on campus to discuss and review required background reading. January 17 through 28 will be spent in Cuernavaca, Mexico at the house of The Center for Global Service and Education (based at Augsburg College, Minneapolis, Minnesota).

Students will learn about educational and social service goals and methods, growing from both religious and secular sources that have evolved in Latin American in the last 25 years. Emphasis is on literacy, critical thinking skills, self awareness, consciousness raising and cooperative problem solving approaches which empower people to have more control over their own lives. Students will explore ways in which these approaches and models can be used in their own settings as well as developing sensitivity and understanding of the Mexican culture and lifestyle.

Co-sponsored by the Center for Global Service and Education at Augsburg College, Minneapolis, MN, this course is open to all students. Although special emphasis will be given to understanding and using alternative educational approaches and learning about social services in a developing country, all students interested in a Mexican experience will find the course valuable. Spanish is not required.

Students will be evaluated on the basis of reports and discussion of reading, and a reflective journal of visits, speakers, discussions and readings.

BIBLIOGRAPHY: Paulo Freire, Pedagogy of the Oppressed; Peter D. Smith, Mexico, A Neighbor in Transition; Alvaro Barreiro, Basic Ecclesial Communities, The Evangelization of the Poor. Selected articles distributed in class.

REQUIREMENT FILLED: Interim  
COURSE LEVEL: The course is designed for all students.  
GRADING SYSTEM: H, P, NC  
COST IN ADDITION TO TUITION: \$995.00 includes airfare, meals and lodging. The \$995.00 must be paid by December 1. A \$100 deposit is due at registration and is non-refundable after December 1.  
INSURANCE COVERAGE: Required  
MAXIMUM ENROLLMENT: 12  
MEETING TIME AND PLACE: 1:00-3:00 p.m. TWR, EC-11

## "ON THE ROAD AGAIN": READING AND WRITING ABOUT TRAVEL

630314 English 314  
4 semester hours  
D. Seal

Common: You've always said you wanted to get away from it all. Now you can enjoy the freedom of the road--and get credit for it as well.

"On the Road Again" will be an intensive study of reading and writing travel literature. We will begin by reading some of the century's best travel writers: Graham Greene, D.H. Lawrence, V.S. Naipaul, Paul Theroux, Ernest Hemingway, William Least Heat Moon, and others. We will read about travel writing with the help of Paul Fussell's Abroad. And we will probe the psychological reasons why men and women need to get away, whether for a day, a week, a year, and what they expect to have accomplished when they return. The lectures will be supplemented with slides and videos from the instructor's recent year of traveling throughout Asia, Africa, and Europe.

And then we will do our own. The third week of the interim will be devoted to your traveling, singly or in groups, as far or near as you would like to a destination of your own choosing, depending of course on your inclination and means. You will keep a daily record of your experiences. And then we will all assemble again at the beginning of the fourth week to report back on our experiences and to read from our respective records.

Course requirements include a short paper due at the end of the second week on the reading assignments, a journal with daily entries for the travel week, and a final 1000 word travel essay, written as if it were to be published in a local newspaper.

BIBLIOGRAPHY: Paul Fussell, Abroad; Graham Greene, Ways of Escape; Ernest Hemingway, The Green Hills of Africa; V.S. Naipaul, "The Crocodiles of Yamasoukro", India: A Wounded Civilization; Paul Theroux, The Great Railway Bazaar; William Least Heat Moon, Blue Highways; Lawrence Durrell, Prospero's Cell.

REQUIREMENT FILLED: Interim  
GRADING SYSTEM: H, P, NC  
INSURANCE COVERAGE: Required  
MAXIMUM ENROLLMENT: 25  
MEETING TIME AND PLACE: 2:00-4:30 p.m. daily, EC-13

### IMAGING THE SELF AT FINDHORN IN SCOTLAND

634233 ISP 233  
4 semester hours  
K. Grieshaber, L. Gold

Imaging the Self is a unique course designed to study and experience the unfolding process of how we define and know who we are and from where that definition and knowledge came.

The class is structured to imitate a lifetime, starting with a birth and ending with a funeral pyre. We follow our development of self-awareness from childhood to old age confronting a myriad of issues and problems through various activities including reading, journal writing, art projects, presentations and discussions with special emphasis on doing, making, and sharing followed by reflective analysis.

By involving students with academic and experiential modes of learning simultaneously new connections within the self and between the self and others develop, allowing us to see more clearly the truly integrated nature of our world.

This Interim we will be staying mostly at the Findhorn Foundation in Forres, Scotland, with one week on the Island of Erraid off Scotland's west coast and several days in Edinburgh, a culturally rich and ancient city full of interesting places.

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

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

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

**BIBLIOGRAPHY:** Russell Baker, Growing Up; Dorothy Bryant, The Kin of Ata Are Waiting for You; John Gardner, Grendel; John G. Neihardt, Black Elk Speaks; Hermann Hesse, Narcissus and Goldmund; Alan W. Watts, The Book: On The Taboo Against Knowing Who You Are.

**REQUIREMENT FILLED:** Core II. When this course plus ISP 234 are completed, the Core I transfer equivalency is art or literature and Natural Sciences (line 1 or 3) or Religious Studies (line 3).

**RESTRICTIONS OR PREREQUISITES:** Tally cards required.

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

**COST IN ADDITION TO TUITION:** Approx. \$1,395.00 includes transportation and room and board.

**INSURANCE COVERAGE:** Required

**MAXIMUM ENROLLMENT:** 22

**MEETING TIME AND PLACE:** Time and place to be announced.

### CANADA: ORDER AND FREEDOM TO THE BEAT OF A DIFFERENT DRUM

698317 Languages/Political Science 317  
4 semester hours  
C. Spangler, D. Farmer

No country in the world is more like Canada than the United States. As a consequence, most Americans, if they think of Canada at all, simply imagine her as a northerly version of the United States. To many Canadians, this naive attitude is a source of frustration and even anger, for significant differences do exist, even if they are not always immediately obvious. We will travel across Canada in order to explore and experience some of the ways in which that country differs from our own, venturing as far east as Quebec City, with stops in Toronto, Ottawa, and Montreal. En route we will pass from the English speaking culture of Ontario and the West to the Province of Quebec, where the only officially recognized tongue is French.

In this jet age, we will defy convention and make the entire trip by train! The Canadian transcontinental route, second in length only to the Trans-Siberian, is generally acknowledged to be one of the world's great travel experiences. Passing through the mountains of Banff Park, crossing a thousand miles of prairie, skirting the shores of Lake Superior, we will gain an appreciation of the vastness and diversity of the land. Not only will the train provide appropriate amounts of time for observation and reflection, it will offer an ideal setting in which to meet a variety of Canadians and to talk with them about themselves and their country.

During our stay in the East, we will visit the Canadian Houses of Parliament and the provincial legislative assemblies of Ontario and Quebec. We will also visit museums and galleries, will attend theatrical and musical performances, and will even take in some of the common tourist attractions. Time will be scheduled in each city for the individual exploration of areas of personal interest. In order to meet as many Canadians as possible, lodging will be arranged in non-tourist hotels and bed & breakfast establishments.

The return train trip will allow time for further reflection and the final preparation of a detailed journal that will be required of all students.

**BIBLIOGRAPHY:** Andrew Malcolm, The Canadians; Dawson & Dawson, Democratic Government in Canada; The Canadian Constitution.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** H, P, NC

**COST IN ADDITION TO TUITION:** \$1,350.00 will cover transportation, hotels, breakfasts, dinners, and admission charges to theaters, concerts, museums. Excess will be refunded.

**INSURANCE COVERAGE:** Required

**MAXIMUM ENROLLMENT:** 22

**MEETING TIME AND PLACE:** January 5 and 6 only: 9:00-11:00 a.m.; 1:00-3:00 p.m. R-201



## Off-Campus

### A CULTURAL TOUR OF NEW YORK CITY

656300 Music 300  
4 semester hours  
C. Knapp

Don't miss this opportunity to experience the best of the Big Apple! The first days of this course will prepare students on campus for a series of concerts, operas, plays, and art museum exhibits that they will attend in New York City for ten days during Interim.

Broadway plays to be included are Cats, Big River, Chorus Line, Fantasticks, Singing in the Rain, Mystery of Edwin Proud, Sweet Charity, Les Miserables, and Long Days Journey Into Night. Metropolitan Opera productions to be attended include Die Fledermaus by Johann Strauss and Richard Wagner's Tannhauser. Two ballets by the New York City Ballet plus performances by the New York and Lincoln Center Philharmonic orchestras round out your arts experiences. Tours of museums and other points of interest will be included, with some free time for personal exploration.

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

**COURSE LEVEL:** The course is designed for all students.

**GRADING SYSTEM:** H, P, NC

**COST IN ADDITION TO TUITION:** Approximately \$950.00. This includes air fare, hotel, tickets to performances (does not include meals or subway and bus fares).

**INSURANCE COVERAGE:** Required

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 8:30-11:00 a.m. daily, H-101

### CREATIVE LONDON: LOCALE OF FAMOUS ARTISTS

656302 Music 302  
4 semester hours  
W. Bloomingdale

This course provides the opportunity to travel to London, England with a professional musician who has an intimate knowledge of the arts scene in the British capital.

It is designed to provide a unique opportunity for both the novice and the seasoned patron of the arts. Examine opera, ballet, theater, literature, musical theater, and visual arts through an introduction to England's great artists and the London locals. Prep time at PLU includes 6 three hour classes, beginning Wednesday, January 7 1987 and ending Thursday, January 15th. The six classes will include: Covent Garden (English opera from Handel to Benjamin Britten); The Royal Ballet (from Sadler Wells to the present); The Royal Haymarket Theater (The World of G.B. Shaw); Literature (Bloomsbury: Virginia Woolf & Company); the National Gallery (a presentation of England's great artists); Musical Theater (from Noel Coward to the present). Classes will prepare student for actual visits to locations discussed and performances. London lectures will be arranged through the British/American Arts Alliance.

Evaluation will be based on class participation and a final paper.

**BIBLIOGRAPHY:** Walter While, History of English Opera; John Hart, The Royal Ballet; Leon Edle, Bloomsbury: A House of Lions; Michael Holyrod, The Genius of Shaw; Dennis Farr, English Art; Charles Castle, "Noel" Coward; Gordon, The National Gallery of London; Bookshops of London; Coök, London Theater Scene.

**REQUIREMENT FILLED:** Interim

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

**COST IN ADDITION TO TUITION:** Approximately \$1,000.00. Includes air fare, hotel for 7 nights, breakfast, transfers, taxes, airport tax, and \$20 pass for unlimited travel on bus and underground, tickets to 5 live performances. (Hotel rooms have baths. Price is based on double occupancy.)

**INSURANCE COVERAGE:** Required

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 6:00-9:00 p.m. (January 7-15, 1987), E-227

### CULTURE AND HEALTH—FOCUS ON HAWAII

664307 Nursing 307  
4 semester hours

M. Allen, L. Rhoades, Y. Yumibe

The imagination of a people or cultural group and their search for order and freedom is readily apparent in their regard for health and their individual systems of health care. Hawaii, with its multiethnic population, serves well as a focal point for the study of these issues. No single racial group constitutes a majority, as the island's population is rooted in Asian, Caucasian and Pacific Island cultures.

The purpose of this course is to explore the role of culture in all of its dimensions as it affects the health of the people in the Pacific Basin. Becker's, Health Belief Model will be used as a vehicle to enhance the students' understanding of ethnocentric perspective. The students will have an opportunity to contemplate the creative approaches taken by the people of this region in addressing environmental, life style, socio-political and economic issues as they relate to culture and health.

Learning activities will include lectures, discussion, selected readings and field experiences. Classes will meet Monday through Thursday 9-12. Faculty led field trips to major resource sites such as the Polynesian Cultural Center, Kawaiahao Church, Ethnobotanical Gardens at Waimea Falls and the Bishop Museum will be included. Evaluation will be based on class participation, and presentation of a field study and a daily journal. Instructors will provide direction and assistance throughout the Interim period to facilitate the learning experience.

**BIBLIOGRAPHY:** Richard W. Brislin (ed.), Culture Learning; Gavan Daws, Shoal of Time, A History of the Hawaiian Islands; Jane Gutmanis, Kahuna La'au Lapa'au; John F. McDermott, Wen-Shing Tseng and Thomas W. Maretzki, People and Cultures of Hawaii; Lorna Moore, Peter Van Arsdals, Joann Glittenberg and Robert Aldrich, The Bio-cultural Basis of Health; Eleanor Nurdyke, The Peopling of Hawaii; Territorial Board of Health, Hawaiian Herbs of Medicinal Value. Pre-Interim recommended reading: John Naisbitt, Megatrends; Herman Kahn, The Next Two-Hundred Years; James Michener, Hawaii.

**REQUIREMENT FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** Tally cards required. Open to non-majors. Freshmen need permission of instructors.

**GRADING SYSTEM:** H, P, NC

**COST IN ADDITION TO TUITION:** \$1,250.00 (includes airfare, hotel and selected class activities). Individuals are responsible for own meals.

**INSURANCE COVERAGE:** Required

**MAXIMUM ENROLLMENT:** 21

## Off-Campus

### HEALTH PROMOTION: CHOICES AND CHALLENGES IN THE U.S. AND ENGLAND

664310 Nursing 310  
4 semester hours  
M. Egan, J. Hemman-Bertsch

This course will offer students an opportunity to compare health, social, and educational services offered in the United States and England. The focus of the program will be on health and life-style patterns of American and British citizens across the life span.

Seminar sessions and field trips will be planned for examination of the educational system and health and social services available in England. On site visits to both private and state run schools, hospitals and other agencies are planned. Students will have an opportunity to investigate the educational backgrounds of health care providers in England and compare their preparation to the U.S. system. Other programs to be considered include elder housing for the sick and well; psychiatric facilities and treatment modalities; midwifery services; programs for the disabled; hospice care; substance abuse programs and preventative health care services. Students will review how British citizens with private medical coverage vary from those with national health insurance. A partial tentative schedule includes visits to the Wellcome Museum of the History of Medicine in London, London sites, Stratford, the wedgewood factory in Stoke on Trent, a grammar and a high school, a university campus plus possible day visits to Chester, York and other quaint English villages.

There will be six hours of didactic presentations prior to leaving for two weeks in England. Students will select a topic (educational, health or social services) prior to departure. Students are expected to maintain a daily journal documenting comparison data on the U.S. and British approaches for providing services. Students will present an oral report of their study at the end of Interim.

After departing from Vancouver, British Columbia, the group will land at Manchester airport and proceed to check into Bed and Breakfast accommodations. Classes will be in Lichfield, Sheffield and Manchester. A long week-end in London is planned for touring and site-seeing. Classes are scheduled four days during the week to allow optimal time for browsing, exploring and shopping as well as journeying to more distant areas of the British Isles.

**BIBLIOGRAPHY:** Carole Edelman and Carol Lynn Mandle, Health Promotion Throughout the Lifespan; Willard C. R. Chan, Social Service Politics in the U.S. and Britain; John C. Goodman, National Health Care in Great Britain: Lessons for the USA; J.F. Handier, The Coercive Social Worker: British Lessons for American Social Services; Marshall W. Haffel, Comparative Health Systems: Descriptive Analyses of Fourteen National Health Systems; and W.A. Robson, Welfare State and Welfare Society: Illusion and Reality.

**REQUIREMENT FILLED:** Interim  
**COURSE LEVEL:** The course is designed for all students.  
**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** Approximately \$1,800.00; includes airfare, housing, breakfasts, Brit-Rail/in-country transportation  
**INSURANCE COVERAGE:** Required  
**MAXIMUM ENROLLMENT:** 16

### THE EXPEDITION EXPERIENCE

66H306 Physical Education 306  
4 semester hours  
D. Ryan

"The Expedition Experience" is an interdisciplinary course designed to combine physical education and outdoor skills while pursuing academic research. The participants

will organize and carry out their own research-oriented "expedition" of approximately 7 days duration. Location, itinerary, and goal setting will be decided during the first week of Interim. Students will prepare physically, logistically, and academically for the accomplishment of their decided goals.

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

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

**BIBLIOGRAPHY:** Gene Fear, Surviving the Unexpected Wilderness Emergency.

**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**COST IN ADDITION TO TUITION:** \$35/student to cover transportation costs, group equipment, and incidental expenses.  
**INSURANCE COVERAGE:** Required  
**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon daily, X-204

### BECOMING HUMAN

680315 Religion 315  
4 semester hours  
J. Petersen

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

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

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

The work during the course will include readings and short papers, small group work, films, and class discussions.

**BIBLIOGRAPHY:** Harris, I'm Okay, You're Okay; Buscaglia, Personhood; Gregorc, An Adult's Guide to Style, Style Delineator; Morris, The Human Zoo; Pelletier, Mind as Healer, Mind as Slayer; Smith, When I Say No, I Feel Guilty.

**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** \$160.00 plus \$35.00 for food for off-campus students  
**INSURANCE COVERAGE:** Required  
**MAXIMUM ENROLLMENT:** 16  
**MEETING TIME AND PLACE:** 9:00 a.m.-2:00 p.m. daily, X-203

## Interdepartmental

### LEAD YOUR WAY TO ORDER AND FREEDOM

698300 COMA/Education/Psychology 300  
4 semester hours  
K. U. Mannelly, Student Life Staff

This class is for leaders and late bloomers...those who have risked testing their leadership potential and those who have imagined their potential as leaders and watch with wonder and respect those who make things happen.

The premise of this course is that life consists of opportunities for all of us to lead! The choice is not whether we lead but rather how we lead.

Taught by skilled Student Life staff, the course will expose the student to a variety of leadership theories and styles. Through readings, group discussion and involvement in exercises, field trips, films, lectures, and practical application, the course will explore such issues as creativity, goal setting, communication, delegation, motivation, power, negotiation, change, adversity, and personal leadership style and effectiveness.

Course requirements include assigned readings, reaction papers, class presentations, internship projects. The internship may be in any campus activity supervised by an administrator or faculty member and approved by the course instructor. The internship will involve about 10 hours per week in addition to regular class time. Students will be evaluated on the basis of quality of work, class attendance and participation, and a final examination.

BIBLIOGRAPHY: M. Wilson, Effective Management of Volunteer Programs; W. Bennis & Burt Nanus, Leaders, The Strategies for Taking Charge; Hershby & Blanchard, Management of Organizational Behavior.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, H-001

### COMPUTERS IN EDUCATION

698307 Comp. Sci./Education 307  
4 semester hours  
J. Beaulieu

Computers in Education is a course designed to (1) introduce students to the issues confronting schools which are attempting to integrate the computer into the curriculum, (2) help students develop the computer skills necessary to use the technology successfully in an educational setting, (3) teach students how to evaluate and integrate computer software into the curriculum, and (4) obtain a minimal level of proficiency in computer programming with the LOGO computer language.

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

Topics covered in the course will include history, research, types of software, software evaluation, copyright issues, computer literacy, teacher utilities, administrative computing, models of integrating computers into instruction, the Apple operating system, the use of printers and other peripherals, and learning to use the LOGO computer language and Appleworks integrated software package.

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

Projects in the course will include (1) development of a software evaluation form and 10 software evaluations, (2) four LOGO programming assignments, (3) three Appleworks assignments, (4) two short papers on selected issues in educational computing, and (5) one major term paper.

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

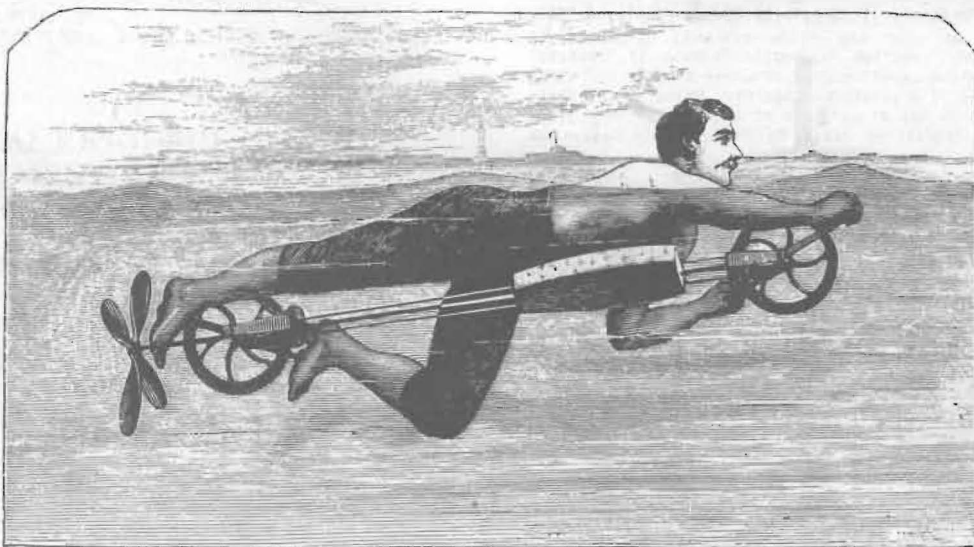
BIBLIOGRAPHY: Rick Billstien and John W. Lott, Apple Logo: Programming and Problem Solving; Janice L. Flake, Edwin C. McClintock and Sandra V. Turner, Fundamentals of Computer Education; Richard C. Forcier and Edward B. Wright, The Computer: A Tool for the Teacher; Dennis O. Harper and James H. Stewart, RUN: Computer Education; Carole Boggs Matthews, APPLEWORKS Made Easy; Seymour Papert, Mindstorms; Robert P. Taylor, The Computer in the School: Tutor, Tool, Tutee; James L. Thomas, Microcomputers in the Schools.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 22

MEETING TIME AND PLACE: 3:30-6:00 p.m. daily, G-102



## INFORMATION TECHNOLOGIES, SOCIETY, AND THE INDIVIDUAL

698301 Pol.Sci./B.A./COMA/Comp.Sci./English 301  
4 semester hours

W. Spencer, assisted by P. Benton, E. Harter, R. Paterson,  
S. Thrasher

Of modern technological developments, few have proceeded with the pace, scope, scale, and potential for impact as those we can group under the label "information technologies." To the extent that societies are products of the ways information is developed, structured, institutionalized and expressed, the technologies and practices of information development, management, and communication have substantial and important consequences for the quality of our lives.

This course proposes to examine information technologies from the perspectives of several disciplines. It will explore the nature and workings of the technologies themselves, issues stemming directly from their uses, and derivative issues regarding broader and perhaps more persistent consequences on both individual well-being and social organization and behavior.

Included in such inquiry are such information-related topics as: power relationships in society; the effects on the conduct of business and associated commercial applications; the conduct of politics and public policymaking; humans as creators, users, victims, beneficiaries, and critics of their interactions with machines and, through machines, with each other; and information media and industries and their connections to human perception, comprehension, thought and expression. Finally, we must confront the positive and negative implications of these technologies for our individual and societal values, aspirations, development, and choices.

Information technologies offer great opportunities to increase knowledge, to expand awareness, to enhance comprehension of ourselves, our world, and our universe, and to impose greater control and choice over our existence. However, they also pose risks of informational overloads, inequities, manipulations, and dependencies which may inhibit our ability to manage our lives and to maintain personal and social freedoms. We are challenged to span the gaps between technological facility and understanding the personal, economic, cultural, and political uses and consequences.

Evaluation will be based on two writing assignments and contribution to the class.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:30 a.m.-12:00 noon daily, A-215

## THE TIES THAT BIND: FREEDOM AND DETERMINISM IN THE HUMAN ANIMAL

698309 Psychology/Sociology 309

4 semester hours

A. Biblarz, M. Brown

We like to think we can make choices freely, that what we do is ultimately based on our own decisions. Scientific models of human behavior, on the other hand, are based on the assumption that our actions are determined, and that there are many factors regulating our choices, both internally, within our bodies, and in the external environment. This course will examine a variety of theories that propose that human behavior is determined. We will explore theories that advocate internal determinism, such as sociobiology and psychoanalysis, and others that place the causes of action in the external environment, such as behaviorism and Marxism. We will also consider theories that are less conventionally scientific, such as astrology.

Students will be graded on the basis of two examinations, combining essay questions and objective questions.

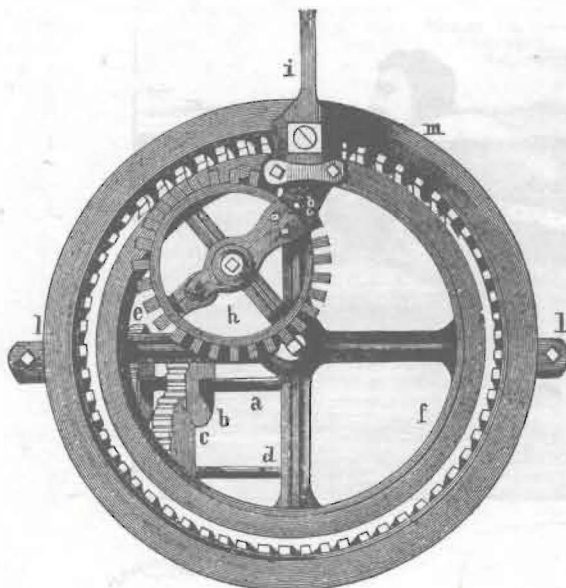
BIBLIOGRAPHY: McClelland, Karl Marx; Lauzun, Sigmund Freud; Schwartz & Lacey, Behaviorism, Science and Human Nature.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 1:00-4:30 p.m. MTWR, X-114



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## Anthropology

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### INDIGENOUS PEOPLES: SEARCHING FOR FREEDOM IN THE NEW ORDER

602301 Anthropology 301  
4 semester hours  
L. Klein

The indigenous peoples of the world are those cultural groups who live on ancestral lands which are today controlled by others. These tend to be the colonial situations where the newcomers came to stay. Well known indigenous peoples include the Native North and South Americans, Sami (Lapps) of Scandinavia, Aboriginal Australians, and the San (Bushmen) of southern Africa. Until recently these, and numerous lesser known groups, have existed as subordinated peoples with little hope for independence. Now many of these people have begun to battle jointly and alone to demand land and political rights. Regional legislatures, financial and land settlements and special legislation have been offered by a variety of governments. Many, however, contend that the isolation of indigenous people and their ethnic continuity apart from the larger nations is futile and anti-progressive and, therefore, should be discouraged.

This course examines these peoples and attempts to evaluate their claims and prospects. After a preliminary survey of the situation the class will review a few local and immediate cases, including the San in South Africa, Alaska and Washington native land and fishing claims, and Central American Indian dilemmas. The importance of such universal concerns as land rights, and political self-determination will be explored using films and speakers. Small groups of students will each concentrate on a particular case of the students' choice and present a brief status report for class use. During the final week students will represent their chosen group in a class caucus to determine policy goals and prioritize the needs of this "Fourth World."

Students will be evaluated on their group reports, individual weekly quiz scores, and participation in class discussions and caucus activities.

**BIBLIOGRAPHY:** Brian Fagan, Clash of Cultures: Cultural Survival Quarterly vol. 8 #3 (Hunters and Gatherers - the Search for Survival) and vol. 9 #3 (Nation, Tribe and Ethnic Group); Articles to be announced.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**COST IN ADDITION TO TUITION:** \$15.00 film fee.  
**MAXIMUM ENROLLMENT:** 40  
**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon MTWR, A-211

### CULTURAL RESOURCE MANAGEMENT: BALANCING PRESERVATION AND DEVELOPMENT

602302 Anthropology 302  
4 semester hours  
J. Ranson

Through culture, people everywhere impose order on their universe. One way people impose organization on their world is by altering the natural and cultural environment. As cultures change, people seek re-organization of their world. Often such activities affect the remains of previous cultures with a different sense of order. Modern archaeologists' awareness of these potential problems led to the development of the branch of archaeology called cultural resource management (CRM). The archaeological and architectural remains unique to each cultural group are often the

only record of the lives of people in past societies. If these remains are destroyed, so too is their history. When a project is instituted, many people are involved: developers, archaeologists, historic preservationists, Native Americans and other local interest groups, the federal, state, and local governments. CRM's goal is to balance creatively the need for development with the desire to preserve and protect the heritage of the past.

This course examines the major theoretical, practical, and legal facets of CRM practice: assessing the presence and importance of archaeological and architectural remains, and proposing ways to avoid, alter, or mitigate undesirable impacts. Guest speakers from government, industry, and academia will discuss current practices in CRM. The course will cover the place of CRM in American archaeology, pertinent legislation, case studies of solutions to specific development problems (urban re-development, construction of reservoirs, highways, sewage treatment facilities, and strip mining), and skills necessary for project planning.

Students will be evaluated on weekly individual quizzes, participation in class discussions, and a group report prepared for a selected project in Pierce County.

**BIBLIOGRAPHY:** Willey & Sabloff, History of American Archaeology; Carroll Field, Guide to American Architecture; Selected case studies to be distributed in class.

**REQUIREMENT FILLED:** Interim

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

**COST IN ADDITION TO TUITION:** \$15.00 transportation and films.

**MAXIMUM ENROLLMENT:** 35

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

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## Art

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### ARTS, IDEAS AND CIVILIZATION

604307 Art 307  
4 semester hours  
R. Brown

The arts provide tangible evidence of the breadth and power of the imagination, the urge to create being perhaps the major phenomenon that has made humans the dominate force on earth.

Through study of various visual, musical and literary art forms, this course will identify patterns in the history of aesthetic creation which may help to explicate the "mindset" of several historical periods. Material will be presented through lectures, discussions, musical recordings, slides, and poetry readings. Students will be assigned specific library readings in addition to the textbook, and will be evaluated by means of class participation and a term paper.

**BIBLIOGRAPHY:** Kenneth Clark, Civilization.

**REQUIREMENT FILLED:** Interim

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

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 1:00-3:30 p.m. daily, IN-116

## RAKU: FREEDOM THROUGH CERAMIC EXPRESSION

604310 Art 310  
4 semester hours  
D. Keyes

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

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

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

Previous art or ceramic experience is not a prerequisite.

**BIBLIOGRAPHY:** Pipenburg, Raku Pottery.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** \$30.00 materials fee.  
**INSURANCE COVERAGE:** Required  
**MAXIMUM ENROLLMENT:** 15  
**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon daily, IN-144

## IMAGINATION IN GLASS

604315 Art 315  
4 semester hours  
M. Gulsrud

There are aspects of both order and freedom in glass-working techniques. This course will survey various techniques and materials. Glass work has experienced a recent period of Renaissance in both fine and applied arts. Information will integrate an awareness of traditions, origins and cultural influences directing the evolution of glass work. It will also familiarize students with new techniques in stained glass as well as slumping and fusing.

Assigned problems in a variety of glass techniques will enable students to acquire glass-working skills as well as increased design concept awareness. The projects will include leaded, foiled, 3-dimensional, kiln-fired and sandblasted glass techniques. Students are encouraged to develop and use "imagination" and creative individual expression in solving the problems. No prior art experience is necessary.

**BIBLIOGRAPHY:** Peter Mollica, Stained Glass Primer.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** \$30.00 lab fee  
**INSURANCE COVERAGE:** Required  
**MAXIMUM ENROLLMENT:** 24  
**MEETING TIME AND PLACE:** 6:00-9:00 p.m., MThW, IN-128

## COLOR IMAGING

604319 Art 319  
4 semester hours  
B. Geller

Can the camera artist explore the vital issues of the painter? Color imaging is a practical course for those students interested in color photography. Students explore the creative potential of the technology: processing color slides and color negatives, and printing from Ektacolor negatives. The course includes a survey history of color photography and perspectives of contemporary artists. Part of the course will involve gallery tours to local Tacoma and Seattle art galleries. The course is comprised of demonstrations, labs and critiques, and students will keep a daily log. Course evaluation will be based on the daily log and students' portfolios from problems assigned in class. No prerequisites necessary.

**BIBLIOGRAPHY:** Time Life: Color  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** \$35.00  
**INSURANCE COVERAGE:** Required  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 1:00-4:00 p.m. daily, IN-134A

## IMAGERY & SYMBOLISM

604386 Art 386  
4 semester hours  
E. Schwidder

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

The course will follow a lecture-discussion format, with demonstrations, particularly in the study of symbols of ritual and movement. Emphasis will be on group participation. One exercise will be the re-enactment of the monastic day, the horarium. This will be conducted through two 24-hour periods (Sunday, January 18, 6:00 p.m.-Tuesday, January 20, 6:30 p.m.). All students are expected to participate. Any who would not be able to dedicate this time to the exercise, or do not wish to participate for religious reasons, should not register for this course. Weekly reports summarizing, analyzing, and elaborating on the material presented will be required. In addition, students will do an appropriate term project.

**BIBLIOGRAPHY:** H. Bailey, Lost Language of Symbolism; G.W. Ferguson, Signs and Symbols in Christian Art; A. Grabar, Christian Iconography; C. Jung, Man and His Symbols; G. Kepes, Sign Image and Symbol; Sense of Beauty; J.W. Dixon, Nature and Grace in Art.  
**REQUIREMENT FILLED:** GUR  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 9:30 a.m.-12:00 noon daily, IN-116

# Biology

## SOCIAL EVOLUTION: IMAGINE YOURSELF NON-HUMAN

606301 Biology 301  
4 semester hours  
D. J. Martin

This course is designed to introduce the non-major or major in Biology to an up-to-date account of the growing and controversial field of Sociobiology: the study of society from a biological perspective. Our travel through the social structure of organisms will include a consideration of human social organization. Lecture and text will emphasize the scientific theory of organic evolution and those natural selection pressures which appear to be important in molding social organization.

Once the biological fundamentals of social theory, group selection, genetics of behavior and learning theory have been discussed and dissected the following topics may be considered:

- parent-offspring conflict
- reproductive altruism
- parental investment and sexual selection
- male parental investment
- primary sex ratio
- differential mortality by sex, especially in humans
- evolution of sex
- female choice
- evolution of cooperation
- deceit and self-deception

Students will be expected to read the textbook, attend class and participate in class discussions. Grading will be based primarily on quizzes, classroom discussion and, if class size permits, a classroom presentation concerning a topic relevant to the course.

BIBLIOGRAPHY: R. Trivers, Social Evolution.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

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

## FREEDOM THROUGH MOTION: HOW ANIMALS MOVE

606304 Biology 304  
4 semester hours  
D. Matthias, J. Jensen

If you think you are a real "mover and shaker", take another look. The world is full of movers and shakers, and most of them are non-humans. Most animals move (and shake), so what makes you special, or at least different from any other animal? Motion gives all animals freedom. Within limits, the greater the capacity for mobility, the greater freedom an animal has. In this context, the definition of freedom has to be expanded a bit to include the freedom to catch dinner or to avoid becoming dinner, to seek a mate, to run and move for the sheer joy of it, to survive. Mobility is essential for all these activities and is one of the fundamental properties of animals.

Have you ever wondered how a jellyfish swims, or a daddy-longleg spider can move its legs, or how a snake can move so quickly and gracefully even though it has no legs? For that matter, have you ever wondered how your own body moves--how joints, muscles and tendons interact to produce movement that is usually well controlled and even (with a little luck) graceful?

The focus of this course will be the biology of motion. We will examine the great varieties of skeletal architecture and the mechanisms (mostly muscle) by which they move. Much attention will be given to motion of higher animals, including humans, but the course will also examine the mechanics of motion of some animals that have no internal bones. And we will attempt to examine how well an animal's ability to move is/is not adapted to its particular environment.

Course activities will include lecture, discussion and laboratory study of skeletal, joint and muscle function and structure as these relate to forms of motion. Evaluation will be based on class participation, tests, and a project of the student's choosing.

BIBLIOGRAPHY: Andrew and Hickman, Histology of the Vertebrates; Currey, Mechanical Adaptations of Bones; Gans, Biomechanics; Gardiner, Biology of the Invertebrates; Wainwright and Biggs, Mechanical Design in Organisms; Welsch and Storch, Comparative Animal Cytology Histology.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: One semester general biology (or consent of instructor).

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon MTWR, S-116

## HUMAN HEREDITY AND REPRODUCTION

606310 Biology 310  
4 semester hours  
A. Gee, J. Lerum

Developments in human genetics and reproductive physiology affect our lives today and, to a greater extent, will in the future. Many of these developments raise serious moral, ethical and economic questions which our society must confront. The total volume of knowledge in both genetics and reproductive biology continues to increase dramatically. Our understanding of human genetics and reproduction are deeply rooted in biological principles discovered mostly from experimental animals and plants. For example, the chemical nature of the genes and the chemical bases of gene expression and gene regulation are known. One needs to acquire a clear understanding of these biological principles and to be able to delineate those concepts which are applicable to humans before one can intelligently discuss issues.

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

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

BIBLIOGRAPHY: Elof Axel Carlson, Human Genetics; Edwards and Steptoe, A Matter of Life; Johnson and Everitt, Essential Reproduction.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon TWR, S-136

## CANCER BIOLOGY

606312 Biology 312  
4 semester hours  
D. Kerk

Can perfect order and perfect freedom co-exist, or are they mutually exclusive? Outside the realm of the human imagination, must one decrease, so that the other may increase? And where is the higher priority? Philosophers and theologians may debate these issues as they apply to the community of mankind. The science of living things--biology--provides us with informative examples of the solutions discovered by the community of individual cells that composes each of us.

Our development as embryos requires great cellular freedom of action--freedom for a single fertilized egg to become many individual brain, lung or heart cells. Our health as adults requires order, the harmonious interaction of disparate cell types--the principle of homeostasis. Clearly, the priorities of our bodies change with time. What happens when these cellular imperatives are reversed--when, for example, an adult cell assumes the freedom of its early ancestor? We see a pattern of inappropriate, unrestrained, and eventually fatal cell growth--the disease we call cancer. What causes cancer? Is it inherited or acquired from the environment? What changes have occurred in cancerous cells? How do cancer cells spread throughout the body? Can cancer be prevented? Once present, can cancer be cured?

This introductory level course will provide the students with a broad overview of cancer biology, including cancer incidence and trends (epidemiology); tumor classification; physical, chemical, and biological agents in causation (etiology); the transformed phenotype; the natural history of tumors in vivo; and elements of cancer therapy. More detailed treatment will be given to molecular and cellular aspects of cancer such as oncogenes, mechanisms of normal and malignant cellular growth control, and cancer cytogenetics.

The course format will be lecture/discussion. Resources will include text materials and review articles. Evaluation will be through a mid-term and final examination.

**BIBLIOGRAPHY:** Oppenheimer, Cancer: A Biological and Clinical Introduction; Prescott and Flexer, Cancer: The Misguided Cell; plus appropriate review articles.  
**REQUIREMENT FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Biology 156 or Biology 161.  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 9:30 a.m.-12:30 p.m. MTWR, S-102

## THE IMPACT OF MICROBIOLOGY: FROM PLAGUES TO POSSIBILITIES

606317 Biology 317  
4 semester hours  
A. Alexander

The era of microbiology was born with the work of Louis Pasteur in the latter half of the nineteenth century. Since that time, the majority of diseases caused by bacteria have been understood. Many of them have been successfully controlled, particularly in the technologically developed countries of the world. Significant viral diseases have been managed by prevention through vaccination. In addition, researchers have achieved the detailed understanding of the lifestyles of many microorganisms.

This course will be concerned with two aspects of the human relationship with microorganisms: (1) the impact of infectious disease agents on human populations, and (2) the potential for human gain or destruction when our knowledge of microorganisms is applied, especially through genetic engineering.

We will study the extent to which human populations were and are influenced by the occurrence of infectious diseases of various sorts. In the past, the Black Death, malaria, smallpox, and other maladies dramatically influenced the political and cultural aspects of life. Today, powerful emotions color our reaction to the presence of acquired immunodeficiency syndrome (AIDS). We will also examine the aura of liberation induced by the conquest of debilitating infectious diseases.

As we consider the present and future we find that we are in an era of emergence of genetic engineering, a technology with its intellectual genealogy derived, in part, from microbiology. The application of this technology has the potential for furthering our development as a species, particularly if it frees us from the constraints of our genetic limitations. Conversely, this technology may also provide the power for deliberate destructive acts. These issues will be discussed.

Class activities will include a minimum of lecture and will emphasize directed discussion of the course issues. Regular class attendance and participation will be mandatory. Writing assignments will be used as resources for discussion. We will also use films and outside speakers as resources as appropriate.

Class participation in discussion and writing assignments will be evaluated, both quantitatively and qualitatively.

**BIBLIOGRAPHY:** MacNeil, Plaques and Peoples; Sonntag, Illness as Metaphor; Sylvester and Klotz, The Gene Age; Also, some sections from Burnet and White, Natural History of Infectious Diseases and selected reading from fiction emphasizing the personal impact of infectious disease.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon MTWR, S-115

## DEVELOPMENTAL BIOLOGY

606403 Biology 403  
4 semester hours  
J. T. Carlson

The development of an organism fascinates even the casual observer. One of the great mysteries of the biological world is how a single cell, the fertilized egg, can give rise to a complex organism, such as a human being, in which 100 trillion cells of many different types interact in a closely coordinated fashion to account for the form and function of the organism. Aristotle, among his many other credits, is granted the title "father of developmental biology." He made careful observations of chicken embryos, and he noted the emergence of order and form from an amorphous mass. Modern developmental biology has its roots in the observations and experiments of 19th century biologists, and many of the questions they posed serve as primary foci for developmental biologists of the current generation. In this course we will consider the cellular and molecular bases for development of multicellular organisms. Our exploration will center around the principal questions underlying research in developmental biology:

- How do an egg and sperm interact to initiate the developmental program?
- How do differences arise among cells of an early embryo, and when does the embryonic genome begin to control development?
- How does differential gene expression lead to cellular differentiation?
- What cellular and molecular forces are responsible for reshaping a ball of cells into a complex three-dimensional structure, leading to the body plan of the adult?

-What rules for cell behavior govern the formation of specific patterns in developing organisms?

Our approach will include lectures, assigned readings in a text and in the primary literature, and laboratory work. The latter will range from descriptive embryology through embryo manipulation to molecular approaches currently used by developmental biologists. Course evaluation will be based on examinations (one per week) and on laboratory reports.

**BIBLIOGRAPHY:** D. DePomerai, From Gene to Animal: An Introduction to the Molecular Biology of Animal Development; and S.F. Gilbert, Developmental Biology.  
**REQUIREMENT FILLED:** GUR  
**RESTRICTIONS OR PREREQUISITES:** Completion of Biology 254  
**COURSE LEVEL:** The course is designed for majors or advanced students.  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** Lecture: 8:00-11:00 a.m. daily, S-122; Lab: 12:00-3:00 p.m., T-R, S-129



# Business Administration

## HONORS COLLOQUIUM: SEARCH FOR GAIN

608300 Business Administration 300  
4 semester hours  
H. T. Johnson

The purpose of the course is to give students an introductory, broad background in the development of modern business organizations. This course traces the evolution of managed economic enterprise, from one-room shops in the late 1700s to multi-national conglomerates in the 1970s. Topics include: reasons for existence of managed organizations, development patterns of large-scale managed organizations in the United States between 1815 and 1925, the emergence of conglomeration in the 1960s and 1970s, the future development of managed enterprise, and comparative developments of 20th century "big business" in the United States, the United Kingdom, Japan, and Germany. The course is built around cases assigned from The Coming of Managerial Capitalism: A Casebook in the History of American Economic Institutions, by Alfred Chandler and Richard Tedlow, and from selected articles for discussion. Students are evaluated on their performance in class, on two or three short written assignments and on a final examination.

**BIBLIOGRAPHY:** Alfred D. Chandler and Richard Tedlow, The Coming of Managerial Capitalism: A Casebook in the History of American Economic Institutions.  
**REQUIREMENT FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Open to students from any major, any level, who are coming to the University with Honors at Entrance or who have a GPA of at least 3.4.  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 50  
**MEETING TIME AND PLACE:** 5:00-9:00 p.m. MWR, A-213

## INFORMATION TECHNOLOGIES, SOCIETY, AND THE INDIVIDUAL

698301 Pol.Sci./B.A./COMA/Comp.Sci./English 301  
4 semester hours  
W. Spencer, assisted by P. Benton, E. Harter, R. Paterson, S. Thrasher  
(see interdepartmental listing)

## CROSSROADS: A MULTI-CULTURAL APPROACH TO MANAGEMENT

608303 Business Administration 303  
4 semester hours  
J. Baumann

In recent years Americans, who have long been criticized for parochialism and ethnocentrism, have shown increasing interest in the economic and industrial systems of other highly industrialized societies. That global interest is focused primarily on Japan, yet there are valuable insights to be grasped from understanding management differences in Britain, Germany and some of the emerging industrial management models.

Traditionally, interest by American managers in these societies has been grounded in two motives, 1) a desire to increase our ability to do business in those cultures, and 2) to search for ways to improve American organizations by

either adapting practices or avoiding mistakes. There should be a third. The acquisition of perspective about the cultural effects on the manager's approach to organizational leadership in turn gives us perspective about our own sub-conscious narrowing of options.

This course will explore the management practices of three effective, and yet very different, industrial societies. There will be lectures, group work and field trips to foreign based organizations. Guest speakers will give the student a chance for one-on-one exploration of issues with managers from other cultures. Students will be graded on a combination of class participation and a major paper and its oral presentation.

**BIBLIOGRAPHY:** Ronald Dore, British Factory-Japanese Factory; Peter F. Drucker, "Learning from Foreign Management," WSJ, 6/4/80; Plus a variety of articles.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**COST IN ADDITION TO TUITION:** Transportation to local field sites.  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon MTWR, A-217

## MANAGERS AT WORK

608305 Business Administration 305  
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 non-profit government.

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

A special emphasis will be placed on top managers and first-line supervisors. Diverse organizations, both in government and business, will be used to provide comparisons.

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

**BIBLIOGRAPHY:** Peter F. Drucker, The Effective Executive; Management: Managing for Results; Preparing Tomorrow's Business Leaders Today; The Concepts of the Corporation; Managing in Turbulent Times. Periodicals include: Harvard Business Review; Business Week; Barron's Industry Week; Wall Street Journal.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 50  
**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon MTWR, A-213

## PERSONAL FINANCIAL MANAGEMENT

608308 Business Administration 308  
4 semester hours  
M. Gocke

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

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

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

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

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

**BIBLIOGRAPHY:** Richard J. Stillman, Guide to Personal Finance, A Lifetime Program of Money Management.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 2:30-5:00 p.m. daily, A-217

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

608309 Business Administration 309  
4 semester hours  
E. Reynolds

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

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

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

The class is divided into four major areas:  
Time management techniques and philosophy  
Stress management and the prevention of burnout  
Waking up the mind for greater creativity  
Getting to know your brain

A workbook guides each participant through a process of practical exercises, techniques for gaining self-knowledge, and information from human development experts. Moving through the workbook with the awareness of two human needs is important: Our need for freedom and our need for belonging. This fits well with the Interim, 1987 theme of the search for order and freedom.

Each student will read four required books and three journal articles. Reports on the articles will be oral. Most of the experiences of the course are in the classroom setting. Each student will keep a time journal.

This class follows a seminar/workshop format, designed for minimum stress. Evaluation will be based on class participation (including attendance) and communication effectiveness.

**BIBLIOGRAPHY:** Tony Fanning and Robbie Fanning, Get it All Done and Still be Human; William Glasser, Control Theory: A New Explanation of How We Control Our Lives; Dudley Lynch, Your High-Performance Business Brain: An Operator's Manual; Charles F. Stroebel, Q.R.: The Quieting Reflex.

**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** \$30.00 for workbook and workshop materials.  
**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 6:00-10:00 p.m. TR, and 9:00 a.m.-1:00 p.m. Saturday, A-216

## MODERN BUSINESS COMMUNICATIONS

308311 Business Administration 311  
4 semester hours  
L. Ellis

Business communications involve oral, non-verbal, and written forms. In this course, students will learn to (1) organize and analyze intended messages so the message will be clearly and quickly understood by the receiver and (2) recognize hidden messages and use them effectively.

Students may expect to apply sound communication principles to their business tasks, and to gain confidence in their ability to communicate.

Classes are conducted primarily in a workshop manner with discussions, critiques, and in-class written applications of learned concepts. Written applications receive major emphasis; however, oral and non-verbal applications are included, one of which is videotaped.

Assigned work includes pertinent readings; written applications; and a weekly, student-led seminar. Grades are based on class participation, two examinations, a submitted business report, and a self-evaluation report. All assignments must be submitted.

**BIBLIOGRAPHY:** Himstreet & Baty, Business Communications, Periodical: "Harvard Business Review."  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 5:30-9:30 p.m. MWR, A-215

## BUSINESS IN EUROPE, 1987

608312 Business Administration 312  
4 semester hours  
D. E. McNabb  
(See off-campus listing)

## MANAGEMENT IN SOCIALIST ECONOMIES

608314 Business Administration 314  
4 semester hours  
A. Grochulski

The objective of the course is the development of knowledge on communist management principles and practices against a background of economic and socio-political characteristics of the communist system. Analysis of utopias of yesteryear, consideration of the external environment of management, rooted in the nature of the system, will constitute the starting point of discussion. An analysis of central planning will follow as the plan provides a structural framework determining national economic strategies, and defining the place of individual enterprise as well as the scope of managerial functions.

Organization, tasks and performance of the "socialist firm", indicating a strong need for reforms, will be given due consideration. Analysis of the role of "Red" managers, the process of their selection, their mode of operation, privileges, stresses and their place within the system of power relations will be conducted in connection with theoretical and practical aspects of the communist system. Examples from both Western and Eastern literature will illustrate pertinent issues.

Throughout the course discussion will be based mostly on the experience of the Soviet Union, Poland, China and Yugoslavia. Lectures, discussions and audio-visual material will provide students with new insights into the science and art of management seen from a perspective of a "different world."

**BIBLIOGRAPHY:** Helene Carriere d'Eucausse, Confiscated Power.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 24

**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon MTWR, A-223

## LAW FOR ACCOUNTANTS

608319 Business Administration 319  
4 semester hours  
D. MacDonald

Accountants and many others interested in a business career need a thorough grounding in business law. Law comes from two sources: statutes and common law. This course will cover contracts, negotiable instruments, secured transactions, documents of title, and investment securities covered by the Uniform Commercial Code. General rules of law are covered for other areas governed by individual state statutes and common law. Several topics are covered by federal law including: accountants' legal liability, federal securities laws, antitrust, bankruptcy, and employer-employee relationships.

This course should provide the thorough grounding in Business Law expected by the accounting profession. Evaluation will be based primarily on examinations.

**BIBLIOGRAPHY:** Joseph L. Frascina, C.P.A. Law Review Under the 1978 Uniform Commercial Code; Davidson, Knowles, Forsyther, & Jepsen, Business Law Principles and Cases.

**REQUIREMENT FILLED:** Interim

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

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 10:00 a.m.- 2:00 p.m. MTW, A-221

## BUSINESS POLICY

608455 Business Administration 455  
4 semester hours  
K. Pritsker

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

**BIBLIOGRAPHY:** Smith, Arnold and Bizzell, Business Strategy and Policy.

**REQUIREMENT FILLED:** SBA major

**RESTRICTIONS OR PREREQUISITES:** SBA eligibility cards required. Senior standing, BA 350, 364, 370.

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

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

**MAXIMUM ENROLLMENT:** 24

**MEETING TIME AND PLACE:** 2:00 -6:00 p.m. MWF, A-221

## HONORS SEMINAR IN BUSINESS POLICY

608456 Business Administration 456  
4 semester hours  
G. King, J. Daniel

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. Evaluation will be based on a review of the classroom presentation, case analyses, and field project reports. The field project reports will be in videotape form.

**BIBLIOGRAPHY:** Thompson and Strickland, Business Policy: Text and Cases.

**REQUIREMENT FILLED:** SBA major

**RESTRICTIONS OR PREREQUISITES:** SBA eligibility cards required. Senior standing, BA 350, 364, 370.

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

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

**MAXIMUM ENROLLMENT:** 24

**MEETING TIME AND PLACE:** 6:00-10:00 p.m. M,R and 9:00 a.m.-1:00 p.m. Saturdays, A-217

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## Chemistry

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### GENERAL CHEMISTRY

610115 Chemistry 115  
4 semester hours  
U. Swank

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

**BIBLIOGRAPHY:** Brown and LeMay, General Chemistry; Tobison, The experience of Solving Scientific and Technical Problems.

**REQUIREMENT FILLED:** 6UR

**RESTRICTIONS OR PREREQUISITES:** Math 133 or equivalent. High School chemistry or permission of instructor is required.

**COURSE LEVEL:** The course is designed for students with a strong preparation in high school chemistry or who have previously taken Chemistry 104.

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

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon daily, S-220; Lab - 1:00-4:00 p.m. M,W, S-201.

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## Communication Arts

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### LEAD YOUR WAY TO ORDER AND FREEDOM

698300 Communication Arts/Education/Psychology 300  
4 semester hours  
K. O. Mannelly, Student Life Staff  
(See interdepartmental listing)

### INFORMATION TECHNOLOGIES, SOCIETY, AND THE INDIVIDUAL

698301 Pol.Sci./B.A./COMA/Comp.Sci./English 301  
4 semester hours  
W. Spencer, assisted by P. Benton, E. Harter, R. Paterson, S. Thrasher  
(See interdepartmental listing)

### MURDER, MAYHEM AND MASSACRE: A STUDY OF VIOLENCE IN THE CINEMA

614307 Communication Arts 307  
4 semester hours  
W. Hecvar, G. Wilson

This course will investigate the portrayal of violence in film from the 1930's to the present. Changes in the amount and types of violence will be discussed as they reflect/portend changes in society's attitude toward the role of cinema and violence. Research on the effects of violence in the media will be discussed. Public opinion, as reflected in the contemporary press, will also be included.

Representative films from the entire time span will be viewed. Among the eight films to be seen are: Bonnie and Clyde, Deathwish, Who's Afraid of Virginia Woolf?, Little Caesar, Sands of Iwo Jima, and Clockwork Orange.

Evaluation will be based on a comprehensive multiple choice examination covering the films, discussions, and selected reserved readings. Attendance will be required.

**BIBLIOGRAPHY:** There will be selected readings on reserve.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 75  
**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon MTWR, IN-100

## PHOTOJOURNALISM I

612309 Communication Arts 309  
4 semester hours  
R. Gilbert

As Thoreau once said, "You can't say more than you can see." In the world of news delivery, photographs have come to serve as important transmitters of information with their powerful sense of immediacy, emotion and graphic description that at times can leave mere words lacking.

Photojournalism I is designed to introduce beginning photographers interested in photojournalism to the mechanics, techniques, demands, ethics and responsibility involved in the craft of making news photographs instead of merely taking pictures. The course will be taught under newsroom-like conditions aimed at offering students exposure to the kinds of assignments, deadlines and skill requirements often encountered on the job.

Topics covered will include training in basic camera use; instruction in beginning black-and-white film development, printing and portfolio preparation; class critiques of student assignments; and discussions of photojournalism trends, ethics and professional responsibility. Grading will be based on mastery of skills, creativity, meeting deadlines, attendance and participation, and quality of individual assignments and portfolio.

There are no prerequisites for this course but students will be expected to furnish their own 35mm camera with manual capabilities (see instructor before buying), and to pay for their own materials including one text, black-and-white film, printing paper, portfolio materials and a lab use fee (total cost estimated at \$50-\$60).

**BIBLIOGRAPHY:** Upton and Upton, Photography.  
**REQUIREMENT FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Tally cards required.  
**GRADING SYSTEM:** A, B, C, D, E  
**COST IN ADDITION TO TUITION:** \$55 for chemicals, film; \$5 fee for use of UC darkroom.  
**MAXIMUM ENROLLMENT:** 12  
**MEETING TIME AND PLACE:** 9:a.m.-5:00.p.m. MTWR, IN-134A

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## Computer Science

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### INTRODUCTION TO COMPUTER SCIENCE

614144 Computer Science 144  
4 semester hours  
J. Ruble

This course introduces students to computer science including algorithm design, structured programming, numerical/non-numerical applications and use of data files. The programming language Pascal will be taught as a part of the course. Pascal topics will include branching, iteration, procedures and functions, parameter passing, arrays, records, sets, files, and, as time allows, pointers. The course will also cover the fundamentals of number storage and binary arithmetic, computer organization, and simple

machine language. Students will write 4 to 6 programs in Pascal. Periodic homework assignments and quizzes will be given. Evaluation of the student will be based on homework, quizzes, programming assignments and a final examination. Students should expect to spend at least 40 hours working on the VAX system. Prerequisites: Math 133 or Math 128 or equivalent.

**BIBLIOGRAPHY:** Douglas Rance, Pascal: Understanding Programming and Problem Solving.  
**REQUIREMENT FILLED:** GUR  
**RESTRICTIONS OR PREREQUISITES:** Math 133 or Math 128 or equivalent. Familiarity with VAX editor recommended.  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:** 9:00-11:30 a.m. daily, G-102

## INFORMATION TECHNOLOGIES, SOCIETY, AND THE INDIVIDUAL

698301 Pol.Sci./B.A./COMA/Comp.Sci./English 301  
4 semester hours  
W. Spencer, assisted by P. Benton, E. Harter, R. Paterson, S. Thrasher  
(See interdepartmental listing)

## COMPUTERS IN EDUCATION

698305 Computer Science/Education 305  
J. Beaulieu  
(See interdepartmental listing)

## INTRODUCTION TO KNOWLEDGE SYSTEMS

614313 Computer Science 313  
4 semester hours  
R. Spillman

This course will explore the concepts of knowledge, intelligence, learning, perception, and logic as they relate to both human and machine intelligence. It will consider the relationships between these concepts and their role in problem solving. The uses and limitations of computer systems as knowledge amplification tools will be explored and students will develop a knowledge system on an IBM PC which addresses a problem within their major. The course will consist of lectures and lab sessions. No prior computer experience will be required.

Evaluation will be based on projects, a mid-term and a final.

**BIBLIOGRAPHY:** Schank & Childers, The Cognitive Computer: On Language, Learning, and Artificial Intelligence.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 35  
**MEETING TIME AND PLACE:** 9:00-11:30 a.m. daily, S-221

## COMPUTER ARCHITECTURE

614385/614590 Computer Science 385/590  
2 semester hours  
J. Brink

This course is an introduction to the structure and operation of large computer systems. Topics include: data representation, memory structure, I/O processing, multi-processing systems such as parallel, pipeline, and stack machines. Examples of the architecture of several large systems are analyzed such as IBM 320, TI ASC, and CDC STAR. (Additional study required if taken as a 590 level course.)

**BIBLIOGRAPHY:** Jean-Loup Baer, Computer Systems Architecture.  
**REQUIREMENT FILLED:** GUR  
**RESTRICTIONS OR PREREQUISITES:** CS 380  
**COURSE LEVEL:** The course is designed for majors or advanced students.  
**GRADING SYSTEM:** A, B, C, D, E  
**COST IN ADDITION TO TUITION:** Possible computer user fees.  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 9:30-10:50 a.m. daily, G-101

## DISTRIBUTED SYSTEMS

614386/614590 Computer Science 386/590  
2 semester hours  
H. Bandy

This course is an introduction to computer networks and computer communication. Topics include: system topology, message and package switching, bus structures and data-link transmissions. (Additional study required if taken as a 590 level course.)

Student assignments will include written and oral presentations, completion of text-oriented problem sets and writing and running computer programs. Evaluation will include homework, class participation, computer assignments and examinations.

**REQUIREMENT FILLED:** GUR  
**RESTRICTIONS OR PREREQUISITES:** CS 280  
**COURSE LEVEL:** This course is designed for majors or advanced students.  
**GRADING SYSTEM:** A, B, C, D, E  
**COST IN ADDITION TO TUITION:** Possible computer user fee.  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 8:00-9:20 a.m. daily, G-101

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## Earth Sciences

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### ENVIRONMENTAL GEOLOGY

618302 Earth Science 302  
4 semester hours  
D. Foley

Will the Puget Sound area be the site of a major earthquake? How are snow avalanche hazards predicted? What engineering and other solutions are available for coping with geologic hazards such as volcanic eruptions, landslides, floods, and subsidence? This class will study the nature of geologic events that are hazardous when encroached upon by humans, and look at many imaginative schemes that have been developed to cope with such hazards. Class discussion will emphasize secondary problems created by solutions to hazards, and the compromises these solutions require. A goal of the class is to develop an understanding of current geological events, such as the recent gas poisoning in Africa. The class will also investigate geological aspects of techniques for coping with the human-generated hazards of trash disposal, toxic pollution, and radioactive waste handling. Land use planning will be discussed, as geological characteristics of land often determine appropriate land utilization.

"Environmental Geology" will use a lecture and lab approach. Most meetings will be on campus; a few field trips to local sites may be arranged. There will be two examinations and a term paper on relevant topics of particular interest to each student. Weekly labs and class participation will also be considered.

**BIBLIOGRAPHY:** E.A. Keller, Environmental Geology.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 35  
**MEETING TIME AND PLACE:** 9:00-11:00 a.m. MWF; 9:00 a.m.-12:00 noon TR, S-109

## MINERALOGY

618305 Earth Sciences 305  
4 semester hours  
L. Huestis



Barite  
BaSO<sub>4</sub>,  
Grand Forks, B.C.



Androsite  
Ca<sub>2</sub>Fe<sub>2</sub>(SiO<sub>4</sub>)<sub>2</sub>,  
Vesper Peak, 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.

BIBLIOGRAPHY: C. Klein & C. Hurlbut, Manual of Mineralogy, (20th ed. 1985).

REQUIREMENT FILLED: Interim

COURSE LEVEL: The course is designed for all students.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: Lecture: 9:00 a.m.-12:00 noon daily, S-113; Lab: 1:00-4:00 p.m. daily, S-113.

Androsite  
TIO,  
Indco, WA



## Economics

### PRINCIPLES OF ECONOMICS

620150 Economics 150  
4 semester hours  
S. Brue

Why can't a society have its cake and eat it too? Is a bird in the hand necessarily worth two in the bush? Why are lines at any specific fast-food outlet normally of equal length? Under what circumstance might a company lose business and, as a result, increase its profits? Is working nine to five any way to make a living? Why do grown men play football? Do people drill for oil because oil has value, or does oil have value because people have to drill for it? Why is the national product sometimes gross, rather than net? Are we saddling our unborn children with national debt? Who then inherits the Treasury bills, Treasury notes, and U.S. savings bonds which constitute the national debt? Can government policies tame inflation and unemployment? Or, on the other hand, do government policies cause these problems? Is it true that banks create most of our money supply? Why do the Japanese have a yen for dollars?

These are a few of the many questions which will be examined in this introductory economics course. The course will present various economic principles and provide an overview of the U.S. economic system. It will examine key economic concepts and relationships which influence each of us in our everyday lives, and it will attempt to dispel myths and analyze mysteries about the operation of the economy.

Sounds like fun? Let the buyer beware! The fine print is as follows: This course is a regular offering of the Department of Economics; hence, the standards are the same as they would be during the normal semester.

Morning sessions will consist mainly of lectures, with questions encouraged; afternoon session will be used for additional lecture, weekly examinations, discussions, and work on problem sets. Attendance at both sessions will be essential to performing well in the class.

BIBLIOGRAPHY: C.R. McConnell, Economics; S.L. Brue and H.R. Wentworth, Economic Scenes: Theory in Today's World.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 45

MEETING TIME AND PLACE: 11:00 a.m.-12:00 noon & 1:00-3:30 p.m. MHRF, A-209

## IMAGINE YOURSELF A MICROCOMPUTER CONSULTANT

620312 Economics 312  
4 semester hours  
M. Miller

Have you ever had the freedom to try your hand as a microcomputer consultant? Here is your chance! No previous computer experience or programming is necessary. This course is designed to enable you to learn to use the IBM personal computer and commercially available software packages as tools. Since church offices do not have data processing divisions etc., they often need outside expertise to assist them in one or more of the following steps; defining their administrative needs, selecting their software and hardware and implementing the system. The course will focus on a software package initially developed for Lutheran congregations, Lutheran Congregational Information System (LCIS), but now available to all churches. After learning the system, you will be available as a volunteer consultant and trainer to area churches. Some churches will request that you train them on a standard word processing package (Word) or a spreadsheet (Lotus 1-2-3) as well as LCIS. If you would enjoy working in your home congregation please contact the instructor early in the fall.

Class participation (emerging consultants) will be evaluated by the instructor on the basis of their familiarity with the software and by the trainees (clients) in area churches. Of course the real test will be what this experience does for your resume' and first job interview.

BIBLIOGRAPHY: User reference manuals for LCIS, Lotus 1-2-3, and Microsoft WORD; Van Wolverton, Running MS DOS; Peter Rinearson, Word Processing Power With Microsoft WORD.

REQUIREMENT FILLED: Interim

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

COST IN ADDITION TO TUITION: Travel to area churches to be provided by students.

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon daily, A-219

### INTERNATIONAL ECONOMICS

620331 Economics 331  
4 semester hours  
D. Vinje

The International Economics course is divided into two parts. First, the question of how existing trade patterns came into being is addressed by an analysis of the concepts of factor endowment and comparative advantage. The analysis looks at how trade barriers, such as tariffs, affect the international flow of exports and imports. Historically, the question of Third World economic growth models is considered in relationship to present models such as import-substitution.

In its second part, the course addresses the concept of foreign exchange and its relationship to each country's balance of payment. The rates of domestic inflation and unemployment are also analyzed relative to the rate of foreign exchange and international capital flows in both Industrial and Third World countries.

Evaluation will be on the basis of exams given throughout the course.

BIBLIOGRAPHY: Peter Lindert, International Economics, (8th edition)

REQUIREMENT FILLED: GUR

RESTRICTIONS OR PREREQUISITES: Econ 150

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 8:00-10:30 a.m. daily, A-209

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## Education

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### LEAD YOUR WAY TO ORDER AND FREEDOM

698300 Communication Arts/Education/Psychology 300  
4 semester hours  
K. O. Mannelly, Student Life Staff  
(See interdepartmental listing)

### STRETCHING YOUR IMAGINATION WITH MEDIA

619202 Education 303  
2 semester hours  
M. Churney

Students will utilize a variety of media to illustrate a concept, visualize an idea, or express personal feelings about the world. It will be an opportunity for students to translate an intellectual notion into a visual notion using video equipment, 35mm cameras, and computer graphics. Using these media as classroom teaching tools will be emphasized. Students will learn to operate projectors, video cameras, 35mm cameras, make overhead transparencies, produce slide-tape presentations, and do basic black and white darkroom photography. By the end of the class, students will be able to operate all the above media equipment, and will utilize this equipment to produce three visual products: a video tape, a slide-tape presentation, and a project integrating still photography with other media. Evaluation will be based on class participation, competence in using equipment, and quality of final projects.

**BIBLIOGRAPHY:** Michael Langford, The Step-by-Step Guide to Photography.  
**REQUIREMENT FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Tally cards required.  
**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** \$15.00 for photo supplies  
**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:** 1:00-3:00 p.m. TWR, Library Media Center

### COMPUTERS IN EDUCATION

698305 Computer Science/Education 305  
4 semester hours  
J. Beaulieu  
(See interdepartmental listing)

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

619315 Education 315  
4 semester hours  
A. Lawrence

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

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

Placement in the school is the responsibility of the School of Education and therefore the student must complete an application prior to registration for the course. Application forms and the required tally cards are available in the School of Education and/or from the instructor. Applications and registration must be complete prior to December 1, 1986. The signed tally card is required for registration.

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

There will be a number of required seminar sessions held on the PLU campus prior to and during the month of January, 1987. The first of these meetings will be in December, the time and place to be announced.

**BIBLIOGRAPHY:** Glasser, Schools Without Failure; Holt, How Children Fail; and Goodlad, A Place Called School.

**REQUIREMENT FILLED:** Interim  
**RESTRICTION OR PREREQUISITES:** Tally card required.  
Registration deadline is December 1, 1986.  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 25

### LOOKING IN CLASSROOMS

619317 Education 317  
4 semester hours  
M. Baughman

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

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

Placement in a school is the responsibility of the School of Education and requires a completed application form prepared by the student. Forms are available from the instructor and must be completed and signed by the instructor before December 1, 1986, and before registration is completed. A tally card is required.

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

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

**BIBLIOGRAPHY:** Goodlad, A Place Called School; Powel, Farrar, & Cohen, The Shopping Mall High School; Sizer, Horace's Compromise; Schultz, Annual Editions; and Phi Delta Kappan.

**REQUIREMENT FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Tally cards required.  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:** 8:00-10:00 a.m. Jan. 5, 12, 19, and 26, EC-10

## FACE TO FACE: SKILLS FOR SYSTEMATIC HELPING AND INTERPERSONAL RELATING

619318 Education 318  
4 semester hours  
K. Rickabaugh

No one would deny that there is a great deal of selfishness and egocentricity in the world, but it is also true that many of us are caring and would volunteer our services if we thought we could help, if we felt we had the skills needed to help. The purpose of this course is to provide the theory and experiences necessary to develop skills for systematic helping and interpersonal relating.

Who needs helping skills? The answer is simple. All of us at one time or another are asked to help others with problems of living. Students contemplating one of the helping professions--e.g., business (organizational development), medicine, the ministry, nursing, psychology (clinical), teaching (elementary), social work--will find the course particularly valuable.

Drawing from education, psychology, and theology, the course will focus on some basic beliefs about who we are and what it means to be helpful. "Knowing," "doing," and "feeling" behaviors which have been shown to be important to improved interpersonal relating will be discussed. We will work for the establishment of an intimate community within which members support and cooperate with one another to the degree that each feels free to experiment with behaviors not normally part of his/her interpersonal style. We will be activity oriented with opportunity to observe, practice, and refine several specific interpersonal/helping skills.

Participants will be expected to attend all training sessions and complete assigned readings. Formative exercises, peer evaluation, and a personal journal will be used to evaluate student progress. A final exam will be given for those interested in being evaluated for possible honors grades.

BIBLIOGRAPHY: Gazda, Human Relations Development; David W. Johnson, Reaching Out; John Stewart, Bridges Not Walls; and assorted handouts and readings.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Interested persons should contact Mr. Karl Rickabaugh as soon as possible. Screening and consent of instructor required.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 24

MEETING TIME AND PLACE: 9:30 a.m.-12:30 p.m. daily, A-117

## SCHOOL PRACTICUM: READING

619319 Education 319  
4 semester hours  
A. Lawrence

This course will provide an experience in a local school district, working with a reading specialist at the elementary, middle-school, or high school level. The experience will involve such activities as diagnosis and evaluation of youngsters reading below their expected grade level, tutoring the youngsters, and observing the role of the reading specialist in the school setting.

The course may be used as an elective in the School of Education. The placement in a school is the responsibility of the School of Education and therefore requires a completed application and a signed tally card prepared by the student and negotiated with the instructor. The proposal is to include objectives, activities, experiences desired, time commitments, products or projects to be completed, and assigned tasks. These two forms are available from the School of Education and/or the instructor and must be completed and signed by the instructor prior to December 1, 1986. A tally card is required for registration.

Each student is expected to spend a minimum of 80 hours in the school under the direction of the reading specialist. In addition, the student must complete activities, outside readings, projects, and assigned tasks as outlined in the study proposal.

Evaluation will be by the cooperating teacher and the PLU supervisor. Evaluation will be in terms of regular attendance and successful completion of the study proposal. There will be a number of required seminar sessions held on the PLU campus prior to and during the month of January, 1987. The first of these meetings will be held in December, the time and place will be announced.

BIBLIOGRAPHY: Robert Tierney, John E. Readence, and Ernest K. Mishner, Reading Strategies and Practices: Guide for Improving Instruction; Patricia Cunningham, Sharon V. Arthur and James W. Cunningham, Classroom Reading Instruction, K-5: Alternative Approaches; and Roach Van Allen, Language Experience in Communication.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Ed. 325 or equivalent.

Registration required by December 1, 1986.

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

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

## CURRENT ISSUES IN EXCEPTIONALITY

626583 Educational Psychology 583  
2 or 4 semester hours  
M. Mathers

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 and abilities. 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. Students will be evaluated through an exam, in-class participation and other assignments. Before November 14 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 above-described 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.

REQUIREMENT FILLED: Graduate credit for master's program in Counseling and Guidance.

RESTRICTIONS OR PREREQUISITES: Tally cards required.

COURSE LEVEL: The course is designed for graduate students.

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 4:00-6:00 p.m. daily, A-117

## EXCEPTIONAL CHILD AND ADULT

625190 Special Education 190  
3 semester hours  
H. Owens

This course is an introduction to the needs and characteristics of exceptional children and adults. Federal and state legislation, current issues, and practices of delivering services to handicapped individuals will be discussed. This class is designed as an overview of the field for undergraduate students in special education, general education, nursing, counseling, and other related fields, and is a prerequisite for all special education course work.



Topics will include 1) introduction to the field of special education, 2) laws related to handicapped individuals, 3) mental retardation, 4) learning disabilities, 5) behavior disorders, 6) communication disorders, 7) hearing impairments, 8) visual impairments, 9) physical and health impairments, 10) gifted and talented, 11) multi-cultural issues, and 12) the disabled adult.

This section of SPED 190 (required of all education majors) will emphasize secondary programming in the schools and community.

**BIBLIOGRAPHY:** William L. Heward and Michael D. Orlansky, Exceptional Children; Kent Gerlach, Educating Exceptional Children, and Study Guide to accompany Exceptional Children.

**REQUIREMENT FILLED:** Education requirement

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

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 1:00-4:00 p.m. MTWR, EC-14

## OBSERVATION IN SPECIAL EDUCATION

62519I Special Education 19I

1 semester hour

S. Paff

This course provides observation of special education settings in the local area, including institutions, hospitals, and school programs at the pre-school, elementary, and secondary levels. Students will be responsible for their own transportation. This class will be especially valuable to students majoring in education, special education, nursing, social work, sociology, and psychology.

Requirements include class participation and visits to a minimum of seven schools, hospitals and/or institutions. Each student will be required to complete an observational log and assignments from the text.

**BIBLIOGRAPHY:** K. Gerlach, Observing Classroom Behaviors.

**REQUIREMENT FILLED:** For major or minor in Special Education.

**RESTRICTIONS OR PREREQUISITES:** Tally cards required.

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 5:00-6:30 p.m. R, EC-10A; plus the practicum.

## EDUCATION AND MANAGEMENT OF STUDENTS WITH BEHAVIOR DISORDERS

625317 Special Education 317

4 semester hours

G. Williams

This course will examine theory, etiology, identification, assessment strategies, and methods for the management and education of children with behavior disorders. Techniques of behavior management, social skills instruction, and cognitive behavior modification will be covered. The course also includes a 25 clock hour practicum in the schools.

Minimum requirements: (a) completion of a behavior management report; (b) successful completion of course examinations; (c) administration of assessment instruments for behavior disorders, and (d) 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 6, 1986. Forms are available from the instructor.

**BIBLIOGRAPHY:** M.C. Coleman, Behavior Disorders, Theory & Practice.

**REQUIREMENT FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** Special Education 190. Tally cards required.

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

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

**MAXIMUM ENROLLMENT:** 15

**MEETING TIME AND PLACE:** 1:00-4:00 p.m. MTWR, EC-15

## PRACTICUM IN SPECIAL EDUCATION

625399 Special Education 399

1 or 2 semester hours

H. Owens and Staff

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

Students requesting 1 hour credit must complete 35 clock hours, and those requesting 2 hours credit must complete 70 clock hours. The class satisfies the practicum requirement for the major and minor in special education. Specific assignments will be given in a special introductory meeting held the week of December 8, 1986. Enrollment is limited to students registered before this date.

**BIBLIOGRAPHY:** K. Gerlach, Observing Classroom Behaviors.

**REQUIREMENT FILLED:** For major or minor in Special Education.

**RESTRICTIONS OR PREREQUISITES:** Tally cards required.

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 25

## COMPUTER APPLICATION FOR THE HANDICAPPED

625494 Special Education 494

2 semester hours

L. Reisberg

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

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

**BIBLIOGRAPHY:** Michael Behrman, Microcomputers for the Handicapped.

**REQUIREMENT FILLED:** Applies to a major or minor in Special Education

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

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

**MAXIMUM ENROLLMENT:** 15

**MEETING TIME AND PLACE:** 4:30-8:30 p.m. TR, Micro Computer Center - Library.

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## English

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### INTERMEDIATE COMPOSITION

630241 English 201  
4 semester hours  
G. Johnson

Is there writing after 101? Emphatically, yes. In Intermediate Composition you will continue honing your composing skills both by drafting expository papers of different types and lengths and by revising essays completed for other classes. Analyses of student and professional prose will focus on common problems and their remedies. The course will help you develop strategies, increase your control, polish your style. The only prerequisite is an interest in writing.

**BIBLIOGRAPHY:** Barnett and Stubbs, Practical Guide to Writing.  
**REQUIREMENT FILLED:** GUR  
**COURSE LEVEL:** The course is designed for all students. It is not remedial.  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 15  
**MEETING TIME AND PLACE:** 1:00-3:30 p.m. daily, A-212

### INFORMATION TECHNOLOGIES, SOCIETY, AND THE INDIVIDUAL

698301 Pol.Sci./B.A./COMA/Comp.Sci./English 301  
4 semester hours  
W. Spender, assisted by P. Benton, E. Harter, R. Paterson,  
S. Thrasher  
(See interdepartmental listing)

### THE CREATIVE PERSONALITY

630304 English 304  
4 semester hours  
K. Klopsch

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

**BIBLIOGRAPHY:** Ghiselin and Brewster, The Creative Process.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon daily, A-214

## THE BLOOMSBURY GROUP: ART AND ORDER

630307 English 307  
4 semester hours  
T. Campbell

A work of art, in my opinion, is the only object in the material universe to possess internal order. It is the one orderly product which our muddling race has produced.

- E. M. Forster

Investigate this claim--the shaping power of the imagination to create order from chaos--in the company of a provocative group of early 20th century writers and artists. Join these Cambridge friends, their sisters, wives, lovers, and assorted colorful hangers-on who clustered in the slightly bohemian west central district of London called Bloomsbury and stamped the emergent modernist aesthetic with their piquant personalities. To their enemies (who persist even today) the "Bloomsberries" were a lot of "snobs, poseurs, and pederasts," a self-styled cultural mafia that mercilessly imposed its elitist view on arts and letters by elevating certain works of art and celebrating the art of personal relations. But in this course we'll discover that that's not the whole story. Artists, intellectuals, and iconoclasts in a position of optimum receptivity to the wash of 20th century ideas (to Einstein's physics, Freud's psychology, Stravinsky's music), they were able to renovate writing and painting in England, debunk "Victorianism," campaign for sexual freedom, and achieve both individual and collective fame into the bargain.

We'll read the ground-breaking fiction and feminist essays of Virginia Woolf; the witty, irreverent biographies of Lytton Strachey; the fantastic stories and humane novels of E. M. Forster (who with the appearance of two award-winning films based on his books--A Passage to India and A Room with a View--will arguably be the Bloomsbury figure of the '80's as Virginia Woolf was of the '70's). And we'll see how Bloomsbury values are translated into the visual art of the group's three painters, Vanessa Bell, Duncan Grant, and Roger Fry.

Students will keep an extensive reading journal from which they will generate a short paper and an oral presentation.

**BIBLIOGRAPHY:** E. M. Forster, A Room with a View, Howards End, Two Cheers for Democracy; Lytton Strachey, Eminent Victorians; Virginia Woolf, To the Lighthouse.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:** 9:00-11:30 a.m. daily, A-212

## HEROES

630310 English 310  
4 semester hours  
S. L. Jansen Jaech

What is a hero? How do we recognize the heroic? Who are our heroes today? Or is there any such thing as a hero today?

During this interim course we will explore the ways men and women have pictured their heroes through the ages. We will see how the heroic has been defined in the classical world, during the Middle Ages, as part of the Renaissance renewal, within the nineteenth-century Romantic tradition, and in contemporary terms. We will meet an epic hero, a chivalric hero, a tragic hero, a Byronic hero, an anti-hero--uncompromising warriors, courtly knights, aspiring over-reachers, brooding men of mystery, social misfits, macho tough-guys.

As we read selected literary works and view certain films, we will look to see what qualities, if any, their heroes have in common. Does a hero reflect the particular values of an age--or is the truly heroic timeless? What about women as heroes? Are fictional heroes at all like "real" heroes? As we finish the course, we will attempt to come to terms with the heroic in our own lives by seeing whether we can find heroes for ourselves in what seems to many to be a world of confusion, chaos, and cynicism.

Students will keep a reading journal and complete a paper. Evaluation will be based on participation, discussion, and written work.

**BIBLIOGRAPHY:** Homer, *The Iliad*; Chretien de Troyes, *Lancelot, the Knight of the Cart*; Marlowe, *Doctor Faustus*; Bronte, *Wuthering Heights*; Salinger, *Catcher in the Rye*; and Camus, *The Stranger*.

**GRADING SYSTEM:** H, P, NC

**COST IN ADDITION TO TUITION:** \$5.00 film fee per student.

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 10:00 a.m.-12:30 p.m. daily, R-206

## "ON THE ROAD AGAIN": READING AND WRITING ABOUT TRAVEL

630314 English 314  
4 semester hours  
D. Seal  
(See off-campus listing)

## POETRY OF THE IMAGINATION

630319 English 319  
POETRY OF THE IMAGINATION  
4 semester hours  
R. P. Jones

Poetry has always been imagination's voice; still, certain periods and movements have been more deliberate than others in trying to make the poem's methods and content conform to theories of the imagination.

Beginning our discussions with samples of Renaissance poetry and theory, we will try to determine how and why various poets have gone about their business so differently. We will try to follow these differences through the Metaphysical poets and the Romantics to the Moderns. Our readings will be from Dante and Sir Philip Sydney; John Donne and George Herbert; Wordsworth, Coleridge, Keats, and Shelley; Ezra Pound, T.S. Eliot, and William Carlos Williams. An examination, critical paper, or suitable project will be required, and will provide the basis for evaluation.

**REQUIREMENT FILLED:** Interim

**COURSE LEVEL:** The course is designed for all students.

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 12:00-3:00 p.m. daily, A-204B

## CHILDREN'S LITERATURE

630363 English 363  
4 semester hours  
S. Rahn

We will focus on twentieth century developments in children's literature, from the classic period at the turn of the century to the contemporary scene. We will read and discuss in depth fantasies, picture books, historical novels, and science fiction. Students should expect and want to read widely in the field of children's literature and to share their ideas in group discussions.

Evaluation will be based upon exams, a written project, and classroom contribution.

**BIBLIOGRAPHY:** E.B. White, *Charlotte's Web*; Carroll, *Alice's Adventures in Wonderland*; Robert Louis Stevenson, *Treasure Island*; J.R.R. Tolkien, *The Hobbit*; and Kenneth Grahame, *The Wind in the Willows*.

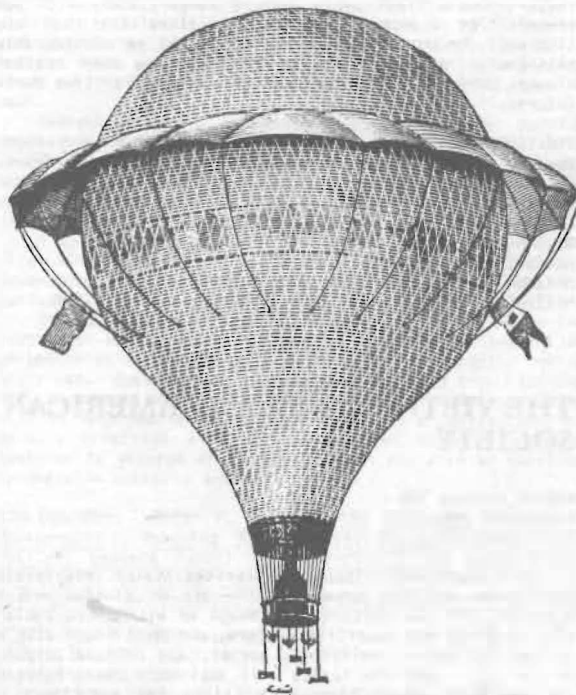
**REQUIREMENT FILLED:** GUR

**RESTRICTIONS OR PREREQUISITES:** Tally card required. Education majors and wait-listed students from September '86 are given priority.

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 5:00-8:00 p.m. MTRF, A-202

**NOTE:** Students wishing to take a literature course for GUR credit should also take note of the offerings under Languages (German 422 and Norwegian 421).



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## History

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### THE LITERATURE OF THE FIRST WORLD WAR

632303 History 303  
4 semester hours  
C. Browning

The First World War was a traumatic shock to European civilization that transformed or destroyed many of the basic assumptions by which western man lived. The subsequent disasters of Fascism and National Socialism, appeasement, the Second World War, and the Holocaust all have their roots in this savage conflict. For all the destructive character of the First World War, however, its participants gave birth to an extraordinarily creative outpouring of literature--a collection of novels, memoirs, and poems unique in the annals of war literature. Against the historical background of this momentous conflict, the course will study examples of this literature.

There will be some lectures on the historical background, but the bulk of the course will be devoted to discussion of the literature. For this purpose the class will break up into small groups, and students will take turns being discussion leaders. We shall also see several of the classic war movies that have attempted to capture the reality of the First World War.

Evaluation will be based on three factors: participation in discussion, performance as a discussion leader, and a final paper dealing comparatively with some theme(s) or aspect(s) of the literature that has been studied. As the reading assignments will be considerable, this course is not advised for those who have other academic or work obligations or strong recreational priorities during Interim.

**BIBLIOGRAPHY:** Paul Fassell, The Great War and Modern Memory; novels and memoirs selected from Robert Graves, Siegfried Sassoon, Vera Brittain, Edmund Blunden, Henri Barbusse, Erich M. Remarque, and Ernest Hemingway; poetry of Wilfred Owen, Siegfried Sasson, and Isaac Rosenberg.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:** 9:00-11:30 a.m. daily, A-200

### THE VIETNAM WAR AND AMERICAN SOCIETY

632306 History 306  
4 semester hours  
E. W. Carp

This course will investigate United States intervention in Vietnam and the impact of the war on Vietnam and on American life and culture. Although we will discuss military strategy and guerrilla warfare, our main focus will be on the diplomatic, political, social, and cultural aspects of the war. Specific topics will include: the origins of the conflict, South Vietnam politics, the experience of American soldiers, the nature of the anti-war movement and the counter-culture, the role of media coverage of the war, the evolution of U.S. policy decisions, the morality and ethics of the war, and the "lessons" of Vietnam.

The course format will include a mixture of lecture, discussion, and occasional films. Grading will be based on class participation, a short research paper, and a final examination.

**BIBLIOGRAPHY:** F. Fitzgerald, Fire In The Lake; G. Porter, Vietnam: A History in Documents; C. Lewy, America in Vietnam; H. Summers, On Strategy; H. Gelb and R. Betts, The Irony of Vietnam; J. DeVecchio, The 13th Valley.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 1:00-3:30 p.m. daily, A-211

## FOOD IN WESTERN CIVILIZATION

632307 History 307  
4 semester hours  
R. Vice

This course will examine the history of food in Western Civilization from primitive man as hunter-gatherer to contemporary efforts to combat World Hunger. The course will not be limited to tracing the changing diet, but rather will portray our continuous efforts to carve a larger niche for ourselves in the ecological environment, struggling against famine, disease, and war to support a growing population by agriculture. When agriculture developed around the world, various civilizations adapted themselves to producing certain staple crops. While the West grew wheat, Asian civilizations centered around rice, the Incas produced potatoes, and the Aztecs cultivated corn. Ultimately all of these staples became part of the foodstuffs of Western Civilization. Yet food was not merely a matter of nutrition, but also provided a cultural identity vis-a-vis other peoples. In the West, bread became a cultural symbol which still has a powerful influence on our language today. Beginning with the Crusades, exotic new products such as sugar, coffee, and tea began to enter the European diet. Europe's voracious consumption of these new products generated economic forces which helped to transform the world. The course will also examine the consequences of the mutual exchange of plants and animals between the Old World and the New World. The course will conclude with a brief look at the complex problem of World Hunger and the hope for the future.

Student evaluation will be based on a 10-page paper and the final exam.

**BIBLIOGRAPHY:** William H. McNeill, Plagues and Peoples; Fernand Braudel, The Structures of Everyday Life.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 50  
**MEETING TIME AND PLACE:** 6:00-9:00 p.m. MTWR, A-200

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## Integrated Studies

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### IMAGING THE SELF AT FINDHORN IN SCOTLAND

634233 ISP 233  
4 semester hours  
K. Grieshaber, L. Gold  
(See off-campus listing)

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## Languages

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### THE SILENT WORLD: AN EXPERIENCE IN DEAF AWARENESS

638302 Languages 302  
4 semester hours  
J. DeSherlia

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

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

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

**BIBLIOGRAPHY:** Beryl Lief Benderly, Dancing Without Music; Humphries, Padden, O'Rourke, A Basic Course in American Sign Language.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 30

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

### INTENSIVE NORWEGIAN: AN INTRODUCTION TO THE NORWEGIAN LANGUAGE AND CULTURE

638307 Languages 307  
4 semester hours  
A. Toven

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

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

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

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

**BIBLIOGRAPHY:** Stokker and Haddal, Norsk, with the accompanying workbook.

**REQUIREMENT FILLED:** Interim

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

**COST IN ADDITION TO TUITION:** Textbooks plus \$25.00 for cultural activities.

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 1:00-4:00 p.m. daily, A-216

### THE CHINESE IMAGINATION: RITUAL, FESTIVAL & MEANING

638308 Languages 308  
4 semester hours  
T. Chang

In early Chinese society, people believed that there were many spirits and supernatural powers in the universe: spirits on earth such as spirits of mountains and rivers and deities in heaven such as the sun and the moon, who controlled all natural phenomena. In addition, ancestors and cultural heroes were also considered to be endowed with supernatural powers and to have an important role in the world of the living; and it was believed that the deceased were the ones who controlled fortune and misfortune in the human world. Whether the result of the will of the deities and spirits, or due to man's proper or improper attitude or actions, fortune or misfortune were considered as blessings or punishments sent by them. Thus, the Chinese people personified all the spirits and deities and had a strong belief that humans were controlled by these supernatural beings and had to submit to them. Through various rituals and festivals, the people showed their desire to communicate with certain deities or the deceased. For example, the dancing ritual and the wine libation ritual were performed in order to exorcise the evil influence and to obtain the blessings of the deities and spirits. Besides various rituals, the most important festivities of the whole year were those held at the New Year. The New Year celebration is manifested primarily through sacrifices to the ancestors and household gods. The New Year was also a time of feasting, merriment, and relaxation.

This course will offer a survey of traditional Chinese rituals and festivities through the use of literature, art and archaeological materials; in addition to readings there will be slides and films. Evaluation will be based on two exams and participation in class activities.

**BIBLIOGRAPHY:** Marie-Luise Latsch, Chinese Traditional Festivals; and Wolfran Eberhard, Chinese Festivals.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** H, P, NC

**COST IN ADDITION TO TUITION:** \$20 for films, materials and Chinese New Year's banquet.

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 1:00-4:00 p.m. daily, A-206

### CANADA: ORDER AND FREEDOM TO THE BEAT OF A DIFFERENT DRUM

698317 Language/Political Science 317  
4 semester hours  
C. Spangler, D. Farmer  
(See off-campus listing)

## IBSEN AND STRINDBERG (IN ENGLISH)

652421 Scandinavian 421  
4 semester hours  
J. Rasmussen

Note: No knowledge of Norwegian or Swedish is needed for this course, which fulfills the general university core requirement in literature.

The great Scandinavian writers Henrik Ibsen (1828-1906) and August Strindberg (1849-1912) made key contributions to the emergence of the modern theatre. Their major works are hailed as masterpieces of world literature and are performed regularly on the American stage.

We will discuss ten plays, five of the most important by each author. The reading list includes famous studies of aristocratic women clashing with bourgeois mentality--Hedda Gabler and Miss Julie, as well as the explosive treatments of marital conflicts in The Dance of Death and A Doll House. Choice, commitment, compassion, and conscience are themes highlighted in several of the works. The Wild Duck and The Father offer perspectives on the parental role. The Master Builder questions vocation and achievement. The Ghost Sonata exposes the illusions of everyday life. Ambitious views of dream and reality, of self-fulfillment and sacrifice are presented in A Dream Play and Peer Gynt.

In many ways these plays illuminate this year's Interim theme. Through their characters and themes, Ibsen and Strindberg show us the human imagination and its search for meaning and value.

Special emphasis will be given to dramatic technique. We will focus on the various verbal, visual, and structural devices employed by Ibsen and Strindberg to shape and stretch the dramatic experience. Viewing of videotaped performances will enrich our appreciation of the playwright's craft. With brief looks back at the historical drama and the well-made play from the early nineteenth century, we will chart the innovations brought by these fine dramatists. Ibsen is known as the father of the realistic modern drama. Strindberg defines the Naturalistic play and mandates the intimate theatre. We will discover what these terms mean and see how both playwrights continue to experiment and infuse their writing with new elements. No previous literary study is presumed for these discussions.

Students will keep a notebook for study questions and descriptive outlines of the plays, do a two-page essay on an assigned topic (week 1), take a brief midterm quiz (week 2), prepare a five-page paper (week 3), and write the final exam (week 4).

**BIBLIOGRAPHY:** Ibsen, Four Major Plays, Vol I (tr. Rolf Fjelde); Ibsen, Peer Gynt (tr. Rolf Fjelde); Strindberg: Five Plays (tr. Harry Carlson).

REQUIREMENT FILLED: GUR

COURSE LEVEL: The course is designed for all students.

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

COST IN ADDITION TO TUITION: \$8.00 for materials and videotape rentals.

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 10:00 a.m.-12:30 p.m. daily, A-210

## 20TH CENTURY GERMAN LITERATURE: FROM THE KAISER TO THE FUEHRER

642422 German 422  
4 semester hours  
P. Webster

From 1890 to 1945 the spectacle of German politics fascinated and troubled observers throughout Europe. They saw the blustering, bungling style of Kaiser Wilhelm II, the abortive experiment with democracy of the Weimar Republic, and experienced the far more competent and ruthless dictatorship of the Third Reich. They watched as German politics brought unrest and, finally, disaster to its neighbors and itself.

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

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

All readings are in English, so students need no knowledge of German. We will meet daily for lectures and discussion of the works. Students will write reactions to two of the works, and write a final examination. This course will meet the General University Requirement in literature. The class may be applied toward the German major if students complete reading and other assignments in German; see the instructor for details.

**BIBLIOGRAPHY:** Brecht, The Measures Taken, Galileo; Hesse, Steppenwolf; T. Mann, Death in Venice, Mario and the Magician; Rilke, selected poems; A.J.P. Taylor, The Course of German History.

REQUIREMENT FILLED: GUR

COURSE LEVEL: The course is designed for all students.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-3:30 p.m. daily, A-223

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## Mathematics

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### HISTORY OF MATHEMATICS

636302 Mathematics 302  
4 semester hours  
K. Bakker

The course will take a historical tour through the greatest, most dynamic, and strangely enough also the oldest adventure ever undertaken by the human imagination. From the birth of arithmetic systems in ancient Egypt and Babylonia we travel through the golden age of classical Greece to see the development of axiomatic systems, the flowering of geometry, and first glimmerings of the power of mathematics when applied to physical cases. Then on to the coming of age of mathematics in the scientific revolution of 17th century Europe and the growth to full analytic power in the successive centuries. A discussion of the developments between logic, mathematical models, science,

and truth over the last century will conclude the tour. We will try to view the mathematical concepts throughout the course in the context 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-term, a paper on some facet of the history of mathematics to be arranged with the instructor, and a final exam.

**BIBLIOGRAPHY:** Howard Eares, Introduction to the History of Mathematics; Morris Kline, Mathematical Thought From Ancient To Modern Times; Newman, The World of Mathematics; Burton, The History of Mathematics, An Introduction.

**REQUIREMENT FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** Math 151 or consent of instructor.

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 9:00-11:30 a.m. daily, M-112

## FINANCIAL MATHEMATICS

636311 Mathematics 311

4 semester hours

G. Peterson

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/her monthly house payment or find the actual interest rate of a loan from the Easy Credit Loan Company.

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

In addition to the textbook students will be required to have access to a business analyst calculator (cost about \$25).

**BIBLIOGRAPHY:** Cissell, et. al., Mathematics of Finance.

**REQUIREMENT FILLED:** Interim

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

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 9:00-11:30 a.m. daily, O-104

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## Music

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### MUSIC AND TECHNOLOGY

656104 Music 104

4 semester hours

R. Holden, D. Robbins

Contemporary music is clearly tied to today's technology--compact disk recordings, MTV, rock concerts using lasers and huge sound systems, synthesizers, computer-generated art music, computer-assisted music notation, and studio recording techniques. While the technology of today may seem revolutionary, the impact of technology on the musical arts has a long and fascinating history. The evolution of musical instruments and the creation and control of acoustical space from the time of ancient Greece through today provide a rich chronology of technological influence capped by recent developments in electronics.

This course will explore this history, simultaneously looking at the evolution of musical instruments and acoustical space culminating in the technology and architecture of today. In order to appreciate the refinement of traditional instruments, class members will design and build simple, original instruments. Walking tours of campus will explore a variety of acoustical spaces. One lecture period per week and the Saturday laboratory sessions will deal with studio recording techniques and technology including hands-on experience with microphones, mixing, and tape recording.

Evaluation will be based on a mid-term examination, a final examination, and a project.

**BIBLIOGRAPHY:** Carse, History of Orchestration; Banch/Scoville, Sound Designs; Diagram Group, Musical Instruments of the World.

**REQUIREMENT FILLED:** GUR

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

**MAXIMUM ENROLLMENT:** 36

**MEETING TIME AND PLACE:** 1:00-4:00 p.m. MTRF, E-122; Saturdays 9:00 a.m.-12:00 noon or 1:00-4:00 p.m. (TBA) for lab sessions in the KPLU-FM studio.

### A CULTURAL TOUR OF NEW YORK CITY

656300 Music 300

4 semester hours

C. Knapp

(See off-campus listing)

### CREATIVE LONDON: LOCALE OF FAMOUS ARTISTS

656302 Music 302

4 semester hours

W. Bloomingdale

(See off-campus listing)

### A GUIDE TO "CLASSICAL" MUSIC (FOR THE PERSON WHO ENJOYED AMADEUS)

656304 Music 304

4 semester hours

G. Youtz

Did you ever turn to KING F.M. and wonder just what all that classical music was really about? Do you play the piano, play in the band or orchestra, or sing in a choir and wonder how the music is built? Do you ever go to an orchestra concert and enjoy the sounds but wonder just what is going on during the 45 minute, 4 movement symphony? Do you ever wish that you just knew more about this beautiful, slightly mysterious tradition in music?

This course offers a look at Western "classical" music--its history, construction, and place in society, past and present. Recognizing that classical music is a language that, like any other language, must be learned before the story can be understood, we will begin (for those who need it) with learning to read music. We will then explore basic principles of harmony and counterpoint, and finally discuss both the forms (sonata, variation...) and the genres (symphony, concerto, opera...) of the Western "classical" tradition.

No musical experience is necessary. Those who do not already read music will be able to learn in an extra seminar with a bit of extra homework. Course work and evaluation will be based on short projects, listening assignments, quizzes and class participation.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** H, P, NC

**COST IN ADDITION TO TUITION:** Optional concert tickets.

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 1:00 -4:00 p.m. MTWR, H-101

## BEGINNERS BAND

656305 Music 305  
4 semester hours  
A. Robertson

This is a beginning class with instruction on any of the following instruments: flute, clarinet, saxophone, trumpet, French horn, trombone, baritone and tuba. Absolutely no experience or prior musical training is necessary. The University does have a limited number of instruments available; however, it would be best if students would find an instrument to use from friends, family or perhaps rental from a music store. The instructor will welcome any questions before Interim (call the Music Office x7601). It is important to have all instruments in working order, so the first class meeting can be used to start "playing." The only expense will be a class method book, reeds and/or oil. Students will be evaluated on the basis of their progress toward learning to play a musical instrument.

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

## INTRODUCTION TO JAZZ SINGING

656306 Music 308  
4 semester hours  
P. Mattson

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

Students will perform assigned solos in class on microphone and with an accompanist.

The course objectives are 1) to develop in the student an appreciation and historical perspective of the jazz singer's art; 2) through individual performance, to develop student communicative and creative performance skills in the idiom; and 3) to broaden the student's knowledge of jazz repertoire.

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

Previous singing experience (from "the shower" to formal training and/or experience in choirs, musical theater, clubs, etc.) is a prerequisite.

BIBLIOGRAPHY: Henry Pleasants, Popular Singers.  
REQUIREMENT FILLED: Interim  
RESTRICTIONS OR PREREQUISITES: Previous singing experience.  
GRADING SYSTEM: H, P, NC  
MAXIMUM ENROLLMENT: 45  
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon MTWR, E-228

## FIDDLE YOUR WAY TO FREEDOM

656310 Music 310  
4 semester hours  
Staff

This course is a search for physical and mental freedom through order and discipline as applied to violin playing. It is designed for anyone interested in playing the violin whether a beginner, an advanced player or a violin teacher of any grade level.

Every violinist at some time experiences joy as well as frustration when playing. The primary purpose of this course will be to learn to release tension, both physiological and psychological. Emphasis will be applied to violin playing as well as releasing general day to day tension and stress.

In addition to actually playing, we will discuss such topics as the history of the violin, its construction and component parts, music reading, performance practices, and how to handle stage fright. We will also hear guest performers and see videotapes of world-renowned violinists.

Class members will be evaluated on attendance, class participation, progress on the instrument, and a final paper based on class discussion and assigned reading.

BIBLIOGRAPHY: Axelrod, Heifetz; Boyden, History of Violin Playing; Campbell, The Great Violinists; Gremer, Physics of the Violin; Fairfield, Known Violin Makers; Galloway, The Inner Game of Tennis; Grindea, Tensions in Performance of Music; Herrigel, Zen in the Art of Archery; Lochner, Kreisler; McCluggage, The Center Skier; Schartz, Great Masters of the Violin; Sheppard/Axelrod, Paganini.

REQUIREMENT FILLED: Interim  
GRADING SYSTEM: A, B, C, D, E  
COST IN ADDITION TO TUITION: See instructor regarding rental of instrument.  
MAXIMUM ENROLLMENT: 25  
MEETING TIME AND PLACE: 12:00-2:30 p.m. daily, E-228

## INTENSIVE STUDY AND PERFORMANCE OF CHORAL LITE AT RE OF MAJOR COMPOSERS

656316 Music 316  
4 semester hours  
R. Sparks

This course is an intensive study and performance of choral and choral/instrumental literature of major composers. It is open to students who are members of the Choir of the West and selected instrumentalists. The first two weeks of Interim, Monday-Friday 9:00 a.m.-5:00 p.m., will include various sectional and full rehearsals of representative choral works from historical/stylistic eras. This study will culminate in performances in Washington, Oregon and California during the last two weeks of Interim.

REQUIREMENT FILLED: Interim  
RESTRICTIONS OR PREREQUISITES: Restricted to members of the Choir of the West and selected instrumentalists.  
COURSE LEVEL: The course is designed for majors or advanced students.  
GRADING SYSTEM: A, B, C, D, E  
COST IN ADDITION TO TUITION: \$100.00  
INSURANCE COVERAGE: Required  
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon and 1:00-4:30 p.m. daily, A-101

## AMERICAN MUSICAL THEATER

656317 Music 317  
4 semester hours  
R. Farner

From its beginnings in vaudeville and the revue to such recent successes as Follies, Chorus Line, Cabaret, and Sweeney Todd, with durable treasures My Fair Lady, West Side Story, Guys and Dolls, The Music Man, Grease, and Hello, Dolly in between, the American musical theater has enriched the lives of generations as it produced a unique and indigenous art form.



Explore the richness of this major segment of the American cultural heritage through an in-class historical survey and attendance at professional musical theater performances in Seattle and Tacoma.

Evaluation will be by means of written examinations and production review.

**BIBLIOGRAPHY:** David Ewen, Musical Theater in America.

**REQUIREMENT FILLED:** Interim

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

**COST IN ADDITION TO TUITION:** \$120.00 fee for tickets to professional performances. Unused portion (if any) to be returned to students.

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon M-T-W-R (plus evening performances), E-122

## INTENSIVE STUDY AND PERFORMANCE IN CHORAL/INSTRUMENTAL MUSIC

656319 Music 319

4 semester hours

E. Harmic

This course is an intensive study and performance of choral and choral/instrumental literature. It is open to students who are members of the University Chorale and musical instrumentalists. The first three weeks of Interim Monday through Friday, are spent in sections and full rehearsals of representative choral works from several historical/stylistic eras. This study will culminate in multiple performances of those works during the week of January 27-February 3 in schools and churches in Hawaii with additional performances in Western Washington and on campus.

**REQUIREMENT FILLED:** Interim

**COURSE LEVEL:** Open for members of University Chorale and selected instrumentalists.

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

**COST IN ADDITION TO TUITION:** \$425.00 includes airfare and hotel for the week in Hawaii.

**INSURANCE COVERAGE:** Required

**MEETING TIME AND PLACE:** 12:30-5:30 p.m. daily, E-227

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## Nursing

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### UNVEILING THE TAPESTRY OF THE MIND

664305 Nursing 305

4 semester hours

C. Mason, J. Lingenfelter

The course is designed to explore the order and creativity of the human mind. Topics to be covered include endorphins, and psychotropic drugs; research and technological advances, visual imaging, motivational theory; myths of the mind; and societal approaches to the learning disabled. Presentations and group discussion sessions will be scheduled. In addition, guest speakers and/or site visits will be arranged to rehabilitation facilities, research and psychological testing facilities, special education centers and trauma centers.

Student activities will include an interpretive paper; exercises in cognitive learning; relaxation therapy; identification of left and right brain dominance and participation in group discussion.

Evaluation will be based on student participation, written assignment and comprehensive examination.

**BIBLIOGRAPHY:** Richard Strub & F.W. Black, The Mental Status Examination in Neurology; Sandra DeYoung, The Neurologic Patient; "Coping with Neurologic Disorders," Nursing Photobook; M.V. Van Allen, Pictorial Manual of Neurological Tests; Sasa Sanford, "Dynamics of Sleep Deprivation," Proceedings of the Seventh Annual 1980 National Teaching Institute; Margaret Wallhagen, "The Split Brain: Implications for Care and Rehabilitation," American Journal of Nursing; Lyl Miller, Counseling Leads and Related Concepts; and "The Nervous System: Circuits of Communication," The Human Body Series.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** H, P, NC

**COST IN ADDITION TO TUITION:** \$10.00 for transportation

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 12:00-4:00 p.m. M-F-R, R-204

### CU TURE AND HEALTH—FOCUS ON HAWAII

664307 Nursing 307

4 semester hours

M. Allen, L. Rhoades, Y. Yumibe

(See off-campus listing)

### LIVING WHILE DYING: SELECTED ISSUES RELATED TO THE PROFESSIONAL, PATIENT AND FAMILY

664309 Nursing 309

2 semester hours

J. Fanslow

This course is directed toward those who care for persons confronted with death. The overall objective is to increase awareness and knowledge of the dying process and each person's unique response to the process.

Topics will include theories related to death and dying, and grief and grieving; relevant information and principles related to informed understanding of the dying; behaviors and attitudes of the patient, family and health care provider toward death and dying; relevant and timely ethical issues and concepts, such as no code decisions, informed refusal of treatment, euthanasia, right to die laws; and current aspects of care for the dying patient and family.

The class will meet six hours weekly. Students will receive the core material outlined in the course description through lecture format. Adequate class time will be allowed for class discussion and presentation. Assignments and evaluation will be based on class participation and a critique of a case study with class presentation.

**BIBLIOGRAPHY:** Thomas Gonda and John Ruark, Dying Dignified.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 1:00-4:00 p.m. TR, R-205

### HEALTH PROMOTION: CHOICES AND CHALLENGES IN THE U.S. AND ENGLAND

664310 Nursing 310

4 semester hours

M. Egan, J. Herman-Bertsch

(See off-campus listing)

## PERIOPERATIVE NURSING: SEARCH FOR HIGH-LEVEL WELLNESS

664312 Nursing 312  
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 experiences. They will be scheduled eight hours per week-day in the operating room with selected experiences in "scrubbing" and "circulating," in post-anesthesia recovery area, and in out-patient ambulatory surgery.

Students will be evaluated by written work and clinical performance.

**BIBLIOGRAPHY:** Linda Groah, Operating Room Nursing: The Perioperative Role

**REQUIREMENT FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** Tally cards required.

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

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

**MAXIMUM ENROLLMENT:** 10

**MEETING TIME AND PLACE:** Students will spend eight hours during week days in the clinical facility, rotating through selected assignments. With the exception of 2-3 days of late afternoon assignments students will be scheduled from 7:00 a.m.-3:00 p.m.

## TOO OLD, TOO SICK, TOO BAD

664314 Nursing 314  
2 or 4 semester hours  
S. Aikin

Nursing home stigma: Too old, too sick, too bad!! We will explore the attitudes of families, individuals and ourselves regarding nursing home care, abandonment and elder abuse. We will critique from economic and ethical standpoints, the structure of nursing homes and the care of the elderly or those who are in need of long-term care. The course will cause us to examine our attitudes as potential consumers or care givers. Is placement in a nursing home a death sentence, financially or otherwise? Is this a career dead end or a career challenge? We need good nursing homes, and therefore we need to look at the problem and set goals for change.

- Nursing homes--the greatest fear of the elderly
- Nursing home abuse, elder abuse, drug abuse, fires, profiteering
- Nursing homes as depositories--no vacancy
- Substandard nursing homes--what are the standards
- Nursing home policies--federal, state, local, private
- Nursing homes without nurses
- America's finest, worst; how to choose a nursing home
- Should I work in a nursing home--a career
- Suggestions for improvement

The course will include lectures, panel discussions, field trips, and site visits on an individual basis to local nursing home facilities to conduct interviews and evaluations. Students will be required to complete a nursing home assessment, interview a nursing home resident, and write two small papers. Those who elect to take class for 4 credits will also write a formal paper.

**BIBLIOGRAPHY:** Frank E. Moss and Val J. Halamandaris, Too Old, Too Sick, Too Bad: Nursing Homes in America.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 5:00-8:00 p.m. MTWR, R-206 (Tuesday mornings might be used for any off-campus activities. Students will need to provide their own transportation.)

## BRINGING ORDER & FREEDOM TO THE BODY THROUGH TOUCH (AN INTRODUCTION TO MASSAGE)

664317 Nursing 317  
1 semester hour  
M. Carpenter

Research studies cite touch as a factor in regulating and organizing responses in the body. The effects of massage are psychological, mechanical, physiological and reflexive in nature.

This course is an introductory experiential foundation in massage. Topics include history; purpose; effects; principles; procedures; attitudes; results of research; techniques and use of effleurage, petrissage, friction, tapotement, vibration; application to the back, chest, abdomen, extremities and face; use by nursing and physical education; and foot reflexology.

Attendance and participation at every class is required for a passing grade. Students demonstrating a working knowledge of the major muscles and bones of preassigned parts of the body each week will receive Honors.

Each student will bring to each class session two clean sheets and olive oil OR a massage oil of their choice.

**BIBLIOGRAPHY:** Frances M. Tappan, Healing Massage Techniques.

**REQUIREMENT FILLED:** Interim

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

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 14

**MEETING TIME AND PLACE:** 6:00-7:30 p.m. MTWR, R-201

## IMAGINE YOUR FUTURE IN NURSING

664319 Nursing 319  
2 semester hours  
A. Hirsch

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

Objectives for the course include the ability to: 1) relate the various roles of nurses within the health care systems today, 2) describe the functions of nurses in a variety of roles, 3) discuss the "expanded role" of the nurse and the issues involved, and 4) explore their own aspirations and expectations about nursing.

Students will be evaluated on the basis of class participation and a paper exploring a topic of choice related to professional nursing practice.

**BIBLIOGRAPHY:** Lucie Young Kelly, Dimensions of Professional Nursing.

**REQUIREMENT FILLED:** Interim

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

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 1:00-4:00 p.m. MW, R-205

# Philosophy

## PHILOSOPHICAL ISSUES: PHILOSOPHY & RELIGIOUS SECTS

666101 Philosophy 101  
4 semester hours  
G. Myrbo

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

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

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

**BIBLIOGRAPHY:** R. Ellwood, Religious and Spiritual Groups in Modern America; W. Martin, The New Cults; A. Minton, Philosophy: Paradox and Discovery.

**REQUIREMENT FILLED:** GUR

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

**MAXIMUM ENROLLMENT:** 22

**MEETING TIME AND PLACE:** 1:00-3:30 p.m. daily, A-210

## MORAL PHILOSOPHY

666125 Philosophy 125  
4 semester hours  
C. E. Huber

This course approaches moral philosophy from the practical concern for urgent contemporary moral problems. Accordingly, issues involving euthanasia and abortion, sexual behavior, rights of parents and children in the family setting, business ethics, and problems of government power and economic justice will be addressed at length.

Approximately one-third of each class meeting will deal with the essentials of moral reasoning, with the remaining time devoted to the discussion of problems and student papers.

Two essay tests will be required, as well as short student papers presented daily on selected readings found in the text.

**BIBLIOGRAPHY:** Ralph Clark, Introduction to Moral Reasoning.

**REQUIREMENT FILLED:** GUR

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

**MAXIMUM ENROLLMENT:** 35

**MEETING TIME AND PLACE:** 8:30 a.m.-12:00 noon, MTWR, A-202

## MORAL VISIONS: ETHICAL ISSUES IN LITERATURE

666303 Philosophy 303  
4 semester hours  
C. Simon

Literature gives a valuable supplement to moral theory. The use of imagination allows us to perform "thought experiments" - to see theory embodied in practice. This course will explore several important issues concerning

ethics by discussing both philosophical and fictional treatments of these issues. Among the issues addressed will be:

- Are people capable of genuine unselfishness?
- Is selfishness a moral virtue or a moral defect?
- To what extent are people responsible for the kind of people they become?
- Is ethics a matter of what we should do or a matter of what sort of people we should be?
- Which traits of character are moral virtues? Which are moral vices?

There will be two short (3-5 page) papers and a final examination which will consist of short essay questions.

**BIBLIOGRAPHY:** Albert Camus, The Fall; Iris Murdoch, A Fairly Honorable Defeat, A Word Confid; Flannery O'Connor, Everything That Rises Must Converge; Ayn Rand, Atlas Shrugged; Leo Tolstoy, The Death of Ivan Ilyich.

**REQUIREMENT FILLED:** Interim

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

**MAXIMUM ENROLLMENT:** 30

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

## PHILOSOPHY OF SCIENCE: HOW DO WE UNDERSTAND OUR WORLD?

666340 Philosophy 340  
4 semester hours  
K. Cooper

Sir Peter Medawar depicts well the relationship of many scientists to the philosophy of science:

Scientists are not in the habit of thinking about matters of methodological policy. Ask a scientist what he conceives the scientific method to be, and he will adopt an expression at once solemn and shifty-eyed: solemn, because he feels he ought to declare an opinion; shifty-eyed, because he is wondering how to conceal the fact that he has no opinion to declare.

This course will aid the student in developing such an opinion: a reasoned view about how science works, why it is successful, and what its limits are. Our task is to better understand how to understand the natural world, by examining those fundamental concepts, goals, and methods employed in the natural sciences.

We shall begin by focusing on issues of explanation, confirmation, and the nature of scientific laws. What does science try to explain, and how does it go about doing so? How can our limited observations or experiments provide evidence for such wide-ranging explanatory theories? Can scientific hypotheses ever be proven, or only avoid being falsified? And are those well-confirmed theories we call "laws of nature" true (at least approximately so), or merely useful fictions that guide technology? We shall also look at recent challenges to the very rationality and distinctiveness of scientific inquiry, challenges to science's role as the modern paradigm of rationality and objectivity.

Class sessions will be devoted mainly to our clarifying issues and discussing and evaluating opposing positions, something made possible by the careful reading of assignments and completion of study questions. There will also be several short exercises and essay assignments, and a take-home final examination. Previous background in either science or philosophy is strongly recommended.

**BIBLIOGRAPHY:** John Losee, A Historical Introduction to the Philosophy of Science; Brian Skyrms, Choice and Chance: An Introduction to Inductive Logic; Anthony O'Hear, Karl Popper; Thomas Kuhn, The Structure of Scientific Revolutions; Harold Brown, Perception, Theory and Commitment: The New Philosophy of Science.

**REQUIREMENT FILLED:** GUR

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

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 9:00-11:30 a.m. daily, A-204B

# Physical Education

## PERSONALIZED FITNESS PROGRAM

668100 Physical Education 100  
1 semester hour  
B. Moore

COST IN ADDITION TO TUITION: \$5.00  
MAXIMUM ENROLLMENT: 40  
MEETING TIME AND PLACE: 11:00 a.m.-12:15 p.m. daily,  
Memorial Gym

## BEGINNING GOLF

668202 Physical Education 202  
1 semester hour  
Staff

MAXIMUM ENROLLMENT: 20  
MEETING TIME AND PLACE: 1:00-3:00 p.m. MWF, O-FH

## BOWLING

668204 Physical Education 204  
1 semester hour  
B. Haroldson

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

## SKIING

668208 Physical Education 208  
1 semester hour  
C. Phillips

COST IN ADDITION TO TUITION: \$75.00 course fee plus lift  
fees. Students must provide own equipment. The course fee  
is non-refundable after December 19, 1986.  
MAXIMUM ENROLLMENT: 150  
MEETING TIME AND PLACE: Lecture Meetings: Mondays, January  
5, 12, 26 at 7:00-9:00 p.m., A-101. Six slope sessions:  
January 7, 8, 14, 15, 21, 22 from 12:30-10:00 p.m.

## SLIMNASTICS

668210 Physical Education 210  
1 semester hour  
S. Westering

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

## PERSONAL DEFENSE

668213 Physical Education 213  
1 semester hour  
Staff

MAXIMUM ENROLLMENT: 30  
MEETING TIME AND PLACE: 6:30-8:00 p.m. MTWR, OA-Balcony

## CO-ED VOLLEYBALL

668225 Physical Education 225  
1 semester hour  
S. Westering

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

## WEIGHT TRAINING

668227 Physical Education 227  
1 semester hour  
S. Westering

MAXIMUM ENROLLMENT: 40  
MEETING TIME AND PLACE: 10:00-11:30 a.m. daily, Fitness  
Center

## DANCE TRACKS

668300 Physical Education 300  
4 semester hours  
M. Seal

This movement workshop is designed to introduce dance as  
a language of expression.

We will explore modern and jazz dance, improvisation and  
composition. We will pay special attention to developing  
strength, flexibility and introducing relaxation techniques.  
We will tap creative juices in presenting compositions for  
informal class showings. You will increase your cultural  
awareness by learning about Dance As Art, Films, Music,  
Rock Videos, and live performances will provide an avenue of  
dance awareness in our culture.

Students will be required to keep a daily journal, do  
in-class compositions, and a final project. The class will  
also be expected to attend an off-campus concert.

BIBLIOGRAPHY: Lynne Anne Blom and L. Tarin Chaplin, The  
Intimate Act of Choreography.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon MTWR, EC-Gym

## THE OLYMPIC GAMES & AMATEUR SPORTS IDEALS

668304 Physical Education 304  
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, discussions, movies, tapes, guest  
appearances of former Olympic coaches and athletes, amateur  
sports administrators, and high school and collegiate ath-  
letic directors. Students will be evaluated on a class pre-  
sentation, a written report of this oral presentation,  
reviews of three current articles, and a collection of reac-  
tions to movies, articles, and current happenings.

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

REQUIREMENT FILLED: Interim and Coaching Minor

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon daily, plus  
additional minimum of 6 hours/week in afternoons for film  
viewing, O-103

## THE EXPEDITION EXPERIENCE

668306 Physical Education 306  
4 semester hours  
D. Ryan  
(See off-campus listing)

## SPORTS MOTIVATION

668308 Physical Education 308  
2 semester hours  
F. Westering

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

BIBLIOGRAPHY: Tutko, Sports Psyching.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 8:45-10:00 a.m. daily, 0-105

## DRUGS, ERGOGENIC AIDS, AND THE ATHLETE

668313 Physical Education 313  
2 semester hours  
G. Nicholason

Various foods, drugs and theories of training have been introduced to athletes for the purpose of improving athletic performance and/or assisting in weight gain or loss. Coaches and athletes should be aware of the authenticity of the various claims and be able to determine the possible harmful effects of such ingesta. Lectures, films, and guest 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: Alfred F. Morris, Sports Medicine-Prevention of Athletic Injuries.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:30 a.m.-12:30 p.m. daily, 0-105

## RELIGION IN SPORT

668317 Physical Education 317  
4 semester hours  
J. Lamb

This course is designed to focus on the effect of religion on sport and of sport on religion. Topics to be discussed include historical perspectives on sport development; the relationship of religion, sport, and the athlete; personal emphasis, sociological aspects and religion in the sports world today. Also to be discussed will be the relationship between sport and personal belief and the question of just how public religion in sport should be.

A variety of sources will be used to present the material, including anthologies, biographies, magazine articles, and specific books. The students will also benefit through participation in panel discussions, surveys, and special projects. Outside speakers will be used to diversify the perspective of religion in sport.

Evaluation will be based upon quizzes, participation in discussion, three papers, and a final project.

BIBLIOGRAPHY: Selected readings to be announced.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 1:00-4:00 p.m. MTHW, 0-104

## EFFECTIVE STRATEGIES FOR ADULT FITNESS COUNSELING AND PROGRAMMING

668319 Physical Education 319  
4 semester hours  
G. Chase

Regular exercise has a documented beneficial role in health enhancement programs. As a result, there has been a large increase in exercise programs for people with controlled disease or without disease. This increase has indicated a need for qualified individuals to administer safe effective and relevant exercise programming strategies. The primary purpose of this course is to link science disciplines that fall under the umbrella of Sports Medicine (i.e. Exercise Physiology, Exercise Prescription, Kinesiology, Injury Prevention and Rehabilitation, and Exercise Counseling) into an overall theoretical and practical framework. This course is designed for students seeking career opportunities in the expanding health and wellness fields. Related fields include Business, Psychology, Exercise Science, Nursing, Physical Therapy, Nutrition Counseling, and Exercise Medicine.

Topics to be included in the course are:  
a. Exercise Programming--Adherence to exercise, counseling exercise-related injuries, modifications in exercise programs due to acute illness and controlled conditions (e.g., Asthma, Diabetes, Coronary Heart Disease, Chronic Lung Disease and Allergies), Exercise Prescription and follow-up strategies.

b. Exercise Program Applications--Health promotion programs, Athletic clubs, Weight control clinics, Corporate fitness programs, Uniform services.

Lecture and discussion will be supplemented with outside speakers in related disciplines and visits to adult fitness programs in the area (e.g., classes, clubs, and counseling centers). Round-table discussion groups requiring library search will be assigned as a follow-up to outside speaker presentations. Each student will be required to submit a final comprehensive paper in a related field topic (e.g., exercise compliance strategies, exercise prescription techniques).

BIBLIOGRAPHY: Gavin J. Reid and John M. Thompson, Exercise Prescription For Fitness; O'Donnell and Ainsworth, Health Promotion In the Workplace; Selected reserve articles.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 7:00 p.m.-10:00 p.m. MTHW, 0-106

## FAMILY CENTERED CHILDBIRTH

670311 Health Education 311  
4 semester hours  
P. Hoeseth

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

The course will consider the following areas: anatomy and physiology of reproduction, pregnancy, labor and delivery; prepared childbirth using Lamaze and other techniques; emotional changes during pregnancy; use of drugs during pregnancy, labor, and delivery; nutrition; Leboyer techniques; postpartum; breast feeding; midwifery; family planning and infant care.

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

**BIBLIOGRAPHY:** A handbook for the Childbirth Education Association of Tacoma, Toward a Better Beginning; plus other optional texts.

**REQUIREMENT FILLED:** Interim

**COURSE LEVEL:** Since the course is primarily designed for lay persons and consumers, upper division nursing students should contact the instructor prior to registering for the course.

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 9:00-11:30 a.m. daily, 0-102

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## Physics & Engineering

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### THE ART OF ELECTRONICS

674305 Physics and Engineering 305  
4 semester hours  
R. Gutmann

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

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

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

**BIBLIOGRAPHY:** F. Horowitz and W. Hill, The Art of Electronics; F. Horowitz and 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:** \$20.00 per student for laboratory fees.

**MAXIMUM ENROLLMENT:** 14

**MEETING TIME AND PLACE:** 1:00-5:00 p.m. daily, S-212

### ASSEMBLY SAFARI

674308 Physics & Engineering 308  
4 semester hours  
H. Adams

An introduction to assembly language for IBM or compatible PC's. Part I includes hexadecimal arithmetic and the use of the Debugger as a programming tool to look inside the 8088 microprocessor. Part II moves on to assembly language programming and uses the concept of modular programming to develop a diskpatch utility called DSKPATCH. In Part III the students will write their own enhancements to DSKPATCH in order to make it more useful. They will also learn more techniques for debugging larger assembly programs. Evaluation will be based on two exams and the final project. Prerequisite: A working knowledge of any text editor and one high level language.

**BIBLIOGRAPHY:** John Socha, Assembly Language Safari on the IBM PC: First Experiments.

**REQUIREMENT FILLED:** Interim

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

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon daily, afternoons on computer as needed, S-210

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## Political Science

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### CANADA: ORDER AND FREEDOM TO THE BEAT OF A DIFFERENT DRUM

698317 Language/Political Science 317  
4 semester hours  
C. Spangler, D. Farmer  
(See off-campus listing)

### INFORMATION TECHNOLOGIES, SOCIETY, AND THE INDIVIDUAL

698301 Pol.Sci./B.A./COMA/Comp.Sci./English 301  
4 semester hours  
W. Spencer, assisted by P. Benton, E. Harter, R. Paterson, S. Thrasher  
(See interdepartmental listing)

## LEAD YOUR WAY TO ORDER AND FREEDOM

698300 Communication Arts/Education/Psychology 300  
4 semester hours  
K. O. Mannelly, Student Life Staff  
(See interdepartmental listing)

## LIFE AND UNCERTAINTY

678304 Psychology 304  
4 semester hours  
B. Baird

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

Students will be graded pass or no credit on the basis of class preparation and participation in discussions, activities, and a written project. Students seeking honors grades will be asked to complete a relevant assignment of personal interest, and additional work such as research studies, artistic projects or other creative work. The only prerequisites for this course are an inquisitive mind and willingness to read and discuss diverse and intellectually challenging material.

**BIBLIOGRAPHY:** Selected readings from: J.S. Bruner and Sylva K. & A. Jolly, Play - Its Role in Development And Evolution; I.D. Yalom, Existential Psychotherapy; W.A. Lessa & E.Z. Vogt, Reader in Comparative Religion: An Anthropological Approach.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 40

**MEETING TIME AND PLACE:** 6:00-9:00 p.m. MTWR, X-114

## THE TIES THAT BIND: FREEDOM AND DETERMINISM IN THE HUMAN ANIMAL

698309 Psychology/Sociology 309  
4 semester hours  
A. Biblarz, M. Brown  
(See interdepartmental listing)

678355 Psychology 355  
4 semester hours  
C. Hansvick

This course examines human behavior related to the physical environment. The behavioral basis for designing and adapting to physical surroundings is explored, including the study of territorial behavior, environmental attitudes and perceptions, and environmental stressors such as noise and temperature. We will explore questions such as how people who experience earthquakes, tornadoes, or floods regularly justify the risks involved; how do we cope with living in cities; and how can we enhance the livability of various built environments. The physical settings to be studied range from rooms to wilderness settings, including transportation facilities such as airports and bus terminals, offices, institutions such as hospitals and prisons, bars and restaurants, homes and apartments.

Students will be expected to read text materials and relate these materials to their personal experiences. Planned class exercises range from studying nonverbal behaviors on campus to field trips. Class time will involve a lecture/discussion format. Evaluations will be based upon weekly exams, group projects, and a research paper.

**BIBLIOGRAPHY:** J.D. Fisher, P.A. Bell, & A. Baum, Environmental Psychology; other selected readings.

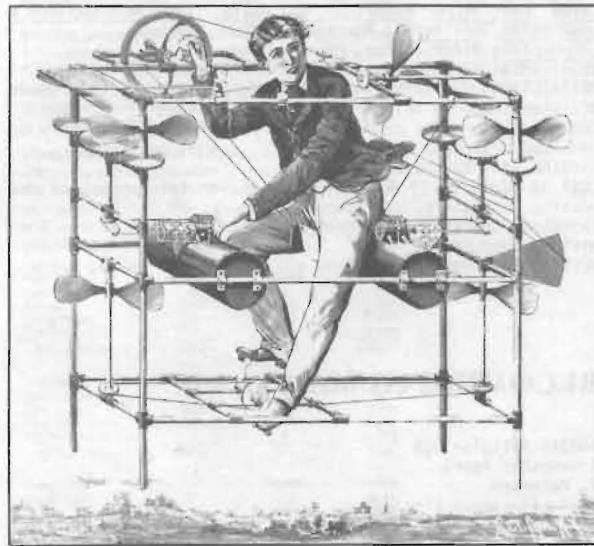
**REQUIREMENT FILLED:** GUR

**COURSE LEVEL:** The course is designed for upper-level students.

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

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 8:30-11:30 a.m. MTRF, X-114



## Religion

### URBAN MINISTRY

680303 Religion 303  
5 semester hours  
J. Brown, D. Quast

"Where Cross the Crowded Ways of Life" was a hymn written by Frank Mason North in 1903 to call Christians to actively deal with the results of the industrial Revolution--cities which had turned into prisons of despair for millions of people. The call still echoes. This course will focus on the social ministry of the Church, both theory and practice. The first week will examine the historical involvement of the Churches in the city. The second week will involve trips to Seattle to begin first hand exploration of the modern issues of urban ministry. The third week we will immerse ourselves in that ministry, working with groups such as Union Gospel, Salvation Army, Downtown Emergency Shelter, Bread of Life Center, Emmanuel Lutheran Church Center, Lutheran Compass Center and Night Watch. The fourth week will examine the value of the Church's presence and ministry and explore our own "solutions" to what we have experienced and studied. We will be meeting in seminar groups to discuss the readings and experiences. Folks in the class will be asked to keep a journal during the month to aid in reflection.

Evaluation will be based on doing assigned readings, participation in class discussions, involvement in Seattle practicum and the reflection in the journal.

BIBLIOGRAPHY: Charles Sheldon, In His Steps; Martin Hengel, Property & Riches in the Early Church; Thomas Manks, God So Loved the Third World: The Bible, the Reformation & Liberation Theologies; Morrison, McNeil & Nouwen, Compassion; Mitch Snyder, Homelessness.

REQUIREMENT FILLED: Interim  
RESTRICTIONS OR PREREQUISITES: Tally cards required. Upper division students only.

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

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$40.00 for transportation and housing in Seattle.

INSURANCE COVERAGE: Required

MAXIMUM ENROLLMENT: 20

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

### BECOMING HUMAN

680315 Religion 315  
4 semester hours  
J. Petersen

(See off-campus listing)

### DOES ARCHAEOLOGY PROVE THE BIBLE?

680330 Religion 330  
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, the wilderness sojourn, settlement of Canaan) and those of the Iron Age (relating to the Judges, Israelite monarchy, exile, post-exilic and "inter-testamental" periods). Some consideration will also 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 current technical archaeological reports as well as treatments of the subject by scholars primarily interested in biblical history. Although not absolutely prerequisite, some general knowledge of biblical history is desirable.

Grading will be made on the basis of unit quizzes, a paper-report on one archeological site (e.g., Hazor), and the evaluation of general reading on Biblical Archaeology chosen by the individual student.

BIBLIOGRAPHY: J. Pritchard (ed.), The Ancient Near East; K. Kenyon, The Bible & Recent Archaeology; J. A. Thompson, The Bible & Archaeology.

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:00 a.m.-12:30 p.m. daily, A-208

### STUDIES IN HISTORY OF RELIGIONS: BUDDHISM

680390 Religion 390  
4 semester hours  
P. Ingram

Through attendance at daily lectures and class discussions, the writing of a journal, and three short essay assignments, this course will engage you in a critical dialogue with the Buddhist Way. Together, we shall explore the varieties of Buddhist teaching and practice in their Indian, Chinese, and Japanese forms. No previous knowledge of the Buddhist Way is required.

BIBLIOGRAPHY: Richard H. Robinson, The Buddhist Religion; Steven Beyer, The Buddhist Experience, Sources and Interpretations; Peter A. Pardue, Buddhism; Paul Ingram, Buddhist-Christian Dialogue; John Cobb, Beyond Dialogue

REQUIREMENT FILLED: GUR

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 1:00-3:30 p.m. daily, A-200



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## Social Work & Marriage & Family Therapy

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### STRENGTHENING FAMILIES: A SURVEY OF ENRICHMENT, EDUCATIONAL AND COUNSELING PROGRAMS

684301 Social Work/Marriage & Family Therapy 301  
4 semester hours  
C. Storm

Because many professionals affect families, this course examines how to influence families positively from a variety of professions. Students will discuss ways to help families from the position of a doctor, nurse, pastor, lawyer, teacher, social worker, or psychotherapist.

The course includes the study of programs aimed at enriching family life (e.g., family life education, marriage and family enrichment, latch key children's programs). Then, programs targeted to help with family problems (e.g., marriage and family therapy, drug abuse prevention programs) or assist families through a temporary stressful period (e.g., divorce mediation, family medical practice) are presented. Professionals from these programs describe their services, students go on several field trips, and where possible, students see the programs first-hand. In addition, students may find ways to incorporate course content in their present or future families.

After learning about existing programs, students design a program to strengthen families for a setting of their choosing. For example, a student may plan family communication seminars for church use or a divorce education program for children that could be done in local schools. Students are guided step by step and encouraged to be creative as they draw upon literature and existing programs to design their own. Grades are based on a paper and short oral presentation describing their program and written critiques of the programs visited and discussed in class.

BIBLIOGRAPHY: A. Horne and M. Ohlsen, Family Counseling and Therapy; Selected readings on reserve.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon MTWR, EC-22

### EDUCATION AND HUMAN SERVICES IN MEXICO

698304 Education/Social Work 304  
4 semester hours  
M. Hanson, V. Hanson  
(See off-campus listing)

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## Sociology

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### THE TIES THAT BIND: FREEDOM AND DETERMINISM IN THE HUMAN ANIMAL

698309 Psychology/Sociology 309  
4 semester hours  
A. Biblarz, M. Brown  
(See interdepartmental listing)

### MOTHERS AND DAUGHTERS

686313 Sociology 313  
4 semester hours  
J. Kohl

This course will explore and provide understandings of the inherent contradictions in the mother-daughter relationship: emotional closeness as well as emotional distance; the attachments as well as the barriers; the love and devotion as well as the pain. Historical, social, and cultural considerations of the mother-daughter relationship will be examined, as will more personal aspects pertaining to individual relationships. Some of the specific topics to be included are:

- the changing relationship as the daughter matures and the mother ages
- turning points, e.g., when the daughter becomes a mother and the mother becomes frail
- confusing and conflicting feelings toward one another
- influences of other family members on the relationship
- the attachments/the barriers
- links across generations and social class
- reliving one's mother's life
- roles played/scripts followed

The course will consist of lectures, class and small-group discussions, guest speakers and student life histories and interviews of mothers and daughters. Evaluation will be based on attendance, participation, completion and quality of assignments, exams, and journals.

BIBLIOGRAPHY: Nancy Friday, My Mother, Myself; Lucy Fischer, Linked Lives.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 12:00 noon-3:00 p.m. MTWR, A-215

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## Statistics

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### INTRODUCTORY STATISTICS

688231 Statistics 231  
4 semester hours  
R. Jensen

The course will cover descriptive statistics, including measures of central tendency and variation, and inferential statistics, which involves generalizing about populations from samples. Methods covered will include statistical estimation, simple linear regression and correlation analysis, and significance tests, including chi-square and analysis of variance.

BIBLIOGRAPHY: John E. Freund, Modern Elementary Statistics.  
REQUIREMENT FILLED: Partial fulfillment of College of Arts and Sciences requirements.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 10:30 a.m.-1:00 p.m. daily, R-203

THE UNIVERSITY OF THE PACIFIC  
1950-1951

Social Work in Marriage &  
Family Therapy

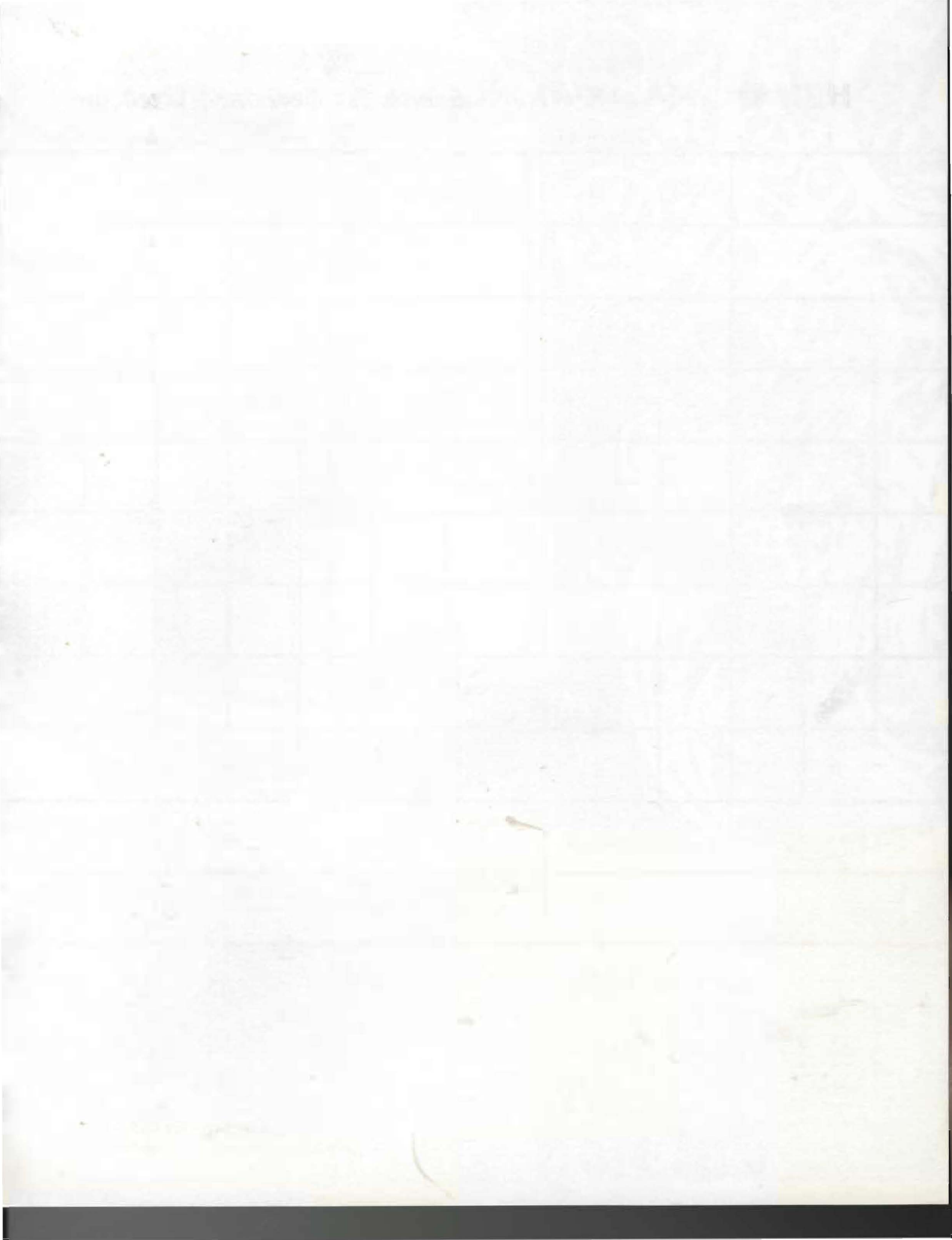
EDUCATIONAL QUALIFICATIONS

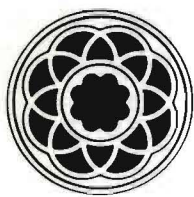
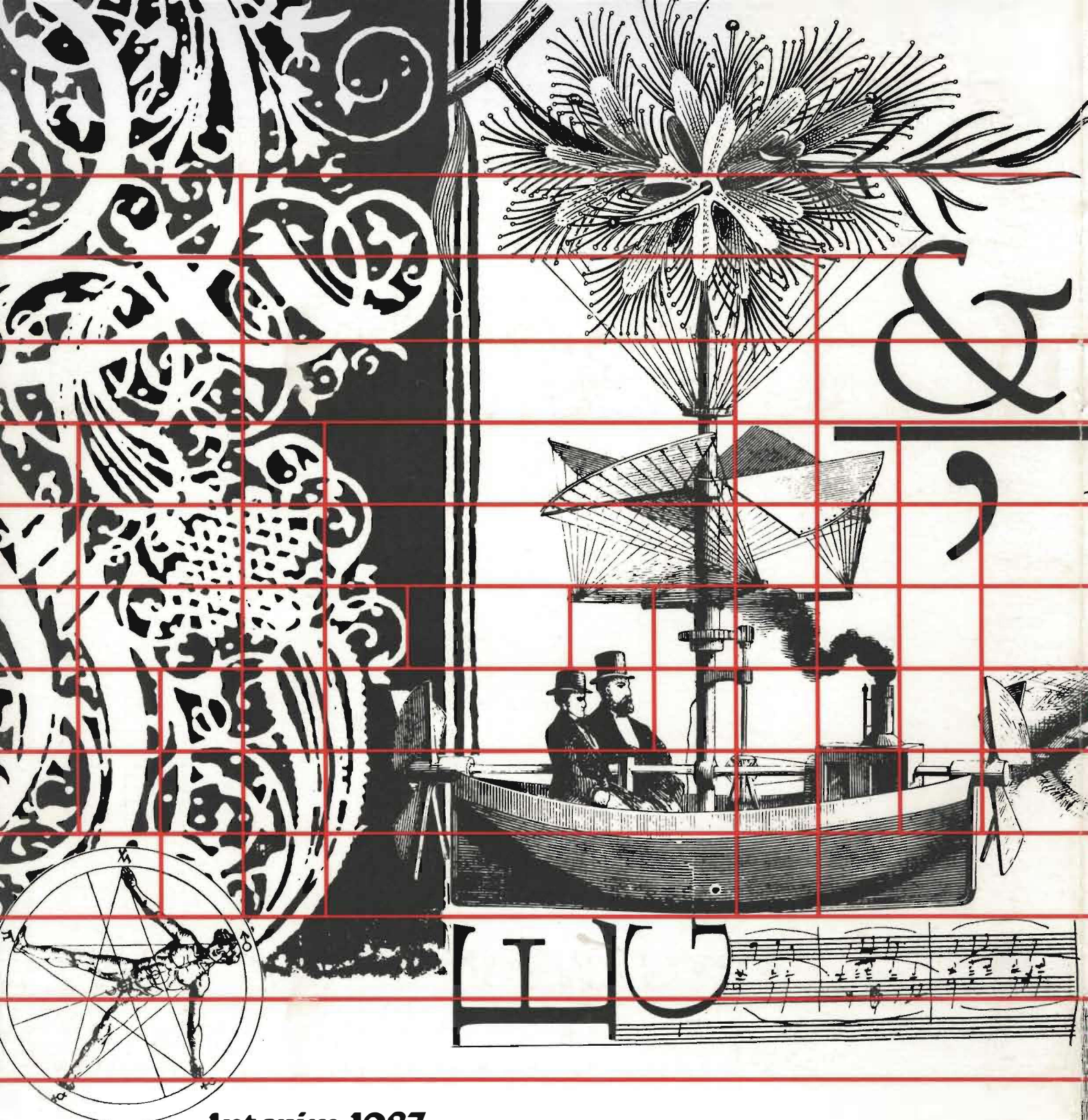
EDUCATIONAL QUALIFICATIONS

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

EDUCATIONAL QUALIFICATIONS

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