PACIFIC LUTHERAN UNIVERSITY

INTERIM 1979
January 3-31

THE MARKETPLACE:
AN EXCHANGE OF IDEAS

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

THERE'S MORE TO COME!

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

Address Inquiries About Interim to:

Sue Clarke
Interim Coordinator
Pacific Lutheran University
Tacoma, Washington 98447

THE INTERIM COMMITTEE

Carol Auping, Chair
Assistant Professor of Physical Education

Charles Bergman
Assistant Professor of English

Marie Churney
Assistant Professor of Education

Dorothy Cone
Associate Professor of Nursing

Donald Haueisen
Assistant Professor of Physics

David Robbins
Associate Professor of Music

Michael Frederickson, Student
Communication Arts Major

Bruce Tempel, Student
Biology (1978 graduate)

Sue Clarke
Interim Coordinator

Mark Morris

Mark Morris

TABLE OF CONTENTS

Mark Morris

Mark Morris

Mark Morris

GENERAL INFORMATION

INTERIM COURSES AND REQUIREMENTS

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

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

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 chairman, dean, or director of the major department or school.

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

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

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

SPECIAL STUDY OPTIONS

INDEPENDENT STUDY OPTION

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

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

Procedure: The student completes a proposal on a form provided by the Interim Coordinator and available in the Registrar's Office. The proposal must then be approved by a supervising instructor and by the chairman or director of the instructor's department or school. The student is responsible for submitting the proposal, with the instructor's and chairman's signatures, to the Interim coordinator by November 1. The Interim Committee will act on the proposal as soon as possible.

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

PLAN OF ACTION

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

TRAVEL IN JANUARY

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

GUIDELINES FOR INTERIM EXCHANGE OPPORTUNITIES

The exchange program offers students the opportunity to study during January in many other parts of the country. Students interested in such programs will find catalogs available in the Office of the Interim Coordinator (within the Registrar's Office). Requests for application to participate in an exchange on another campus should be directed to the same office prior to November 15. There is usually a $5.00-$10.00 non-refundable fee.

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

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

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

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

Courses taught at Wildnerness Canoe Base, Grand Marais, Minnesota, and sponsored by Augsburg College, Luther College, and St. Olaf College will be open to PLU students.

Outward Bound courses may be taken by special arrangement.

STUDENT—INITIATED COURSES

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

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

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

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

REGISTRATION AND EXPENSES

REGISTRATION DATES

October 30-Nov.1 . . Students with 80 or more hours
November 2-6 Students with 48 or more hours
November 7-10 Students with 47 hours or less
November 8-10 . . . . Registration and Changes
January 3-5 . . . . . Registration and Changes
Class Schedule will be confirmed at the time of registration.

SPECIAL PROCEDURES FOR OFF—CAMPUS COURSE REGISTRATION

Secure off-campus information forms from directors of individual off-campus courses any time after September 7. Complete registration as noted above. In addition, 10 percent of the cost of the course must be paid to hold a place in the class and must in any case be paid at the time of registration. Final payment must be made by December 1.

REGULAR FEES

Tuition — $101.00 per semester hour.
4 semester hours $404.00
Audit (1 Hr.) $25.25
Board $90.00
(Students required by their academic coursework to be off campus for more than a week at a time will receive financial consideration for meals missed.)
Room $60.00
(Charged only to students who do not reside on campus during fall semester)

SPECIAL FEES

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

TUITION REFUND RATES

100% refund . . . . . January 3-5
No refund . . . . . After January 5
The audit fee is non-refundable.

INSURANCE

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

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

1. All foreign students.
2. All students participating in off-campus Interim courses or courses with field trips extending overnight.
3. All students (men and women) enrolling in ski class or ski club.

ACTIVITIES AND EVENTS DURING JANUARY

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

THE MARKETPLACE FAIRE--JANUARY 24

The University Center is the place! January 24--all day--is the time! Interim classes will be sharing what they have learned by setting up booths or putting on short performances. Special events will highlight the day's activities. Watch for more information.

NON—CREDIT ENRICHMENT PROGRAM

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

CONCERTS, PLAYS, AND FILMS

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

SHARE THE WEALTH

The Interim Committee encourages professors to share special lectures, discussions, and films with members of the campus community. If you would like to invite students, faculty, and staff outside your class to attend a special session, please do so in the Campus Bulletin (University Center, ext. 403). If you know early in the fall that you will be inviting outsiders to participate in your class, please notify the Interim Coordinator and such information can be listed in other publications.

NEW STUDENT AND EXCHANGE STUDENT GET-TOGETHER

If you are a new student during Interim or an exchange student, join us the evening of January 2 (Tuesday) at 7:00 p.m. in the University Center. There will be an orientation to the campus and geographic area, and a chance to meet some PLU students while enjoying refreshments and entertainment.

ATHLETIC EVENTS AND RECREATION

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

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

UNIVERSITY CHAPEL

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

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

SOME IMPORTANT DETAILS REGARDING COURSES

CREDIT

Each course offers 4 semester hours credit unless otherwise stated.

COURSE LOAD

The maximum course load during the Interim is 1¼ courses (5 semester hours). Students should have the approval of the instructors of their 4-hour courses before enrolling in additional 1-hour courses. A student may not register for more than 5 semester hours *unless* given special permission by the Provost and by all instructors involved on a form provided by the Registrar's Office.

GRADING

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

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

COURSE NUMBERING

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

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

COURSES TO FILL THE CORE REQUIREMENT

The following courses may be taken to fill a core requirement. Check the course description for details.

Art 215 Crafts Workshop
Art 380 Imagery and Symbolism
Chemistry 115 General Chemistry
Chemistry 350 Instrumentation for the Life Sciences
Economics 150 Principles of Economics
English 101 College English (two sections)
English 388 Thou Mayest (Or Freedom of the Will)
English 442 American Realism and Naturalism
Philosophy 324 Philosophical Analysis of Social Problems
Physical Education Activity Courses Numbered 202 to 245
Religion 342 New Testament Studies
Religion 351 Christian Ethics
Sociology 406 Sex Roles and Society

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

IN MOST CASES CLASSES WILL MEET DAILY.

BUILDING SYMBOLS

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

LIBRARY HOURS

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

Mark Morris

OFF-CAMPUS STUDIES

5250 Art/Communication Arts/Music 307
A CULTURAL EXPERIENCE IN THE ARTS IN NEW YORK CITY
C. Knapp

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

Musical works will be studied in depth through recordings and live performances during the first two weeks. The Broadway plays and the exhibits at the Metropolitan Art Museum, Guggenheim Museum, Museum of Modern Art, and other museums will also be studied. Students will compile a notebook on readings and specific areas of study. There will be tests on the operas and music listening tests on the symphonies.

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

The week's schedule will be filled with attendances at solo recitals, concerts, and operas at the Alice Tully Hall, Philharmonic Hall, Metropolitan Opera, etc. There will be visits to art galleries, Broadway plays and a tour of New York City. The schedule will include free time for individual sight-seeing and browsing. The student will add experiences at museums and performances to his/her notebook.

Visits to the Juilliard School and Columbia University will be on the agenda. Student performers who desire to take a lesson from a master teacher at the Juilliard School or elsewhere in New York City should contact Dr. Knapp well in advance so that arrangements can be made.

REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: $600.00; $150.00 by Oct. 15 for tickets; payment in full by December 1
INSURANCE NEEDS: The Students' Sickness and Accident Plan or evidence of similar coverage
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 8:30-10:30 a.m., E-122

0716 Business Administration 309
MONEY GAME III
S. Bancroft

This course provides students a first-hand opportunity to examine the workings of the principal domestic and European financial markets. After a series of five three-hour lecture/laboratory sessions, during which the fundamentals of the markets will be examined, we will depart on a tour of some of the world's foremost financial centers, including New York, London, Brussels, and Paris. In each of the cities visited, we will meet, for pre-arranged seminars, with executive officers of major investment houses, banks, stock and commodity exchanges, insurance companies, and government bureaus/agencies.

For example, in New York, Dillon Read & Company executives will explain how they assist such corporate clients as Trans World Airlines in raising millions in the debt and equity markets, and bond and stock analysts with the Equitable Life Assurance Society will discuss the strategies which they and other major institutional investors employ. In addition, we'll take part in specially prepared seminars at the New York Stock Exchange, the Federal Reserve Bank of New York, the New York Cotton Exchange, and other institutions involved in the domestic and international financial markets.

The European portion of the study tour will feature similar visits to such institutions as the Bank of England, the London Stock Exchange, Lloyds of London, Common Market headquarters, the U.S. Mission to the Common Market, The Paris Stock Exchange, and the Paris Office of Peat, Marwick & Mitchell.

Upon completion of the European portion of the study tour, students will be free to travel in Europe for approximately one week on the remainder of their first-class Eurailpass.

Prior to leaving on the tour, students will be required to demonstrate their understanding of the material covered in the five lecture/lab sessions by means of a take-home exam. A notebook, summarizing each field session, must be maintained and will be reviewed by the instructor upon our return to campus. No previous course work in business or economics is required, as the necessary background will be developed in the lecture/lab sessions.

Dates: December 31, 1978 to February 4, 1979.
BIBLIOGRAPHY: Henning, C. N., *Financial Markets and the Economy.*
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: Estimated $1,495. 10% down by registration; final payment by Dec. 1.
INSURANCE NEEDS: The Students' Sickness and Accident Plan or evidence of similar coverage. Travel insurance could be made available at an additional charge.
MAXIMUM ENROLLMENT: 20

5254 Chemistry/Religion 312
ON BECOMING HUMAN
B. Nesset
J. Petersen

This course will seek to evaluate several theoretical and practical models of what it is to be human and then live and work together as a largely self-contained community. During the first two weeks we will meet on campus, and during the bulk of the second two weeks we will cruise aboard the *Gallant Lady* on the inland waters of Puget Sound.

During the on-campus segment of the course, the group will survey several views of what it is to be human, including biological, theological and social perspectives. This consideration of theoretical views will be complemented by various individual and group activities and institutional visitations, all designed to illustrate the theoretical models in actual and simulated living situations.

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

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

BIBLIOGRAPHY: Ashbrook, *Humanitas;* Berne, *Games People Play;* Morris, *The Naked Ape;* Smith, *When I Say No, I Feel Guilty.*

REQUIREMENT(S) FILLED: Interim

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

GRADING SYSTEM: H,P,No Credit

COST IN ADDITION TO TUITION: $140 for on-campus boarding students, plus $35.00 for food for off-campus students

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

MAXIMUM ENROLLMENT: 22

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon and 1:00-4:00 p.m., HA-204

1828 English 310
WILD READING: THE LITERATURE & EXPERIENCE OF NATURE
C. Bergman

Not far from one of the most beautiful small towns in America--Grand Marais--in the Boundary Waters Canoe Area of northern Minnesota, we will study nature by reading about it and by living in it. Conducted at the Wilderness Canoe Base, a retreat center on Seagull Lake at the end of the old French voyageurs' Gunflint Trail, the course will study nature, and man's response to and place in it, from three modern perspectives.

In the last two centuries nature has increasingly occupied human attention, according to different impulses--literary, scientific, ecological. From a literary perspective, we will focus on the great English nature writers, William Wordsworth and John Keats, for whom nature was almost divine. Working toward, and beyond, a synthesis of the scientific and the spiritual views of nature, a second perspective will lead us into ecological writers: Loren Eiseley and Aldo Leopold. With this reading and our own experiences, we can better discuss whether nature is full of moving impulses and gentle breezes, or whether it is "red in tooth and claw." Or is there even a grand purity and fierce innocence in a Peregrin Falcon stooping to kill?

I have, then, three objectives for the course: to study the literature of nature, to relate this knowledge to our actual experience of nature, and to try to establish a community within and sensitive to nature. To help us achieve these goals, the class will unfold in lectures, discussions, doing, and living. In addition to participating in discussions and doing the readings, each individual will develop a project, growing out of response to the readings and discussions; the project is to be a vehicle for creating a personal relationship with and understanding of nature. The projects can, and will, vary with the students' interests--from writing a series of poems, to doing a photographic study, to making snowshoes, to taking bird counts in a circumscribed area (these are only examples of possibilities). The projects will be shared with the group toward the end of the course. To increase our sensitivity and our powers of observation, each student will also keep a journal. Evaluation will be on the basis of participation, projects, and journals.

Dates: January 5-January 26

BIBLIOGRAPHY: William Wordsworth; John Keats; Loren Eisely, *The Immense Journey;* Aldo Leopold, *Sand Country Almanac;* Suggested: Sigurd Olson, *Listening Point.*

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H,P,No Credit

COST IN ADDITION TO TUITION: $250, including lodging, board, and transportation from and to Grand Marais at the start and the end of the course, plus the cost of transportation to and from Grand Marais

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

MAXIMUM ENROLLMENT: 20

5274 Nursing/Psychology 314
HAWAII II: A TRANSCULTURAL WORKSHOP
B. Carter, J. Moritsugu

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

The purpose of the workshop is to expand cultural awareness by reviewing pertinent literature, and providing experiential contact with island inhabitants in structured and non-structured ways, i.e., data collection. By residing on the island, students will more fully explore the people of Oahu. The course emphasizes historical development and cultural diversity. Specific objectives are to: 1) Describe historical development of multi-ethnic island culture, and 2) Identify socio-cultural characteristics of ethnic groups.

Activities include group discussion, seminars, research and field experience. Students will meet islanders of several ethnic groups. Two weeks will be spent conducting field work. The focus at this time is on describing a specific cultural scene. The role of the student is participant observer.

Readings appropriate to subject matter are required. Two book reports (Fuchs and Lind) are due by the end of the first week. Learning activities will take place 3 mornings a week (MTW, 9-12) and one evening a week (W p.m. or to be arranged). During this time activities will include lectures on various cultural groups, data gathering techniques, library resources unique to Hawaii, experiential resources unique to Hawaii, structured field experiences, and group discussions of hard and impressionistic data. Finally, a 5-page paper is due at the end of the field experience.

Evaluation is according to attendance, participation, and oral and written work. Instructors will provide direction and assistance throughout.

Dates: December 28 — January 25 (Classes will begin on January 2).

BIBLIOGRAPHY: Fuchs, L., *Hawaii Pono: A Social History;* Lind, A., *Hawaii's People;* Spadley, J.P. and McCurdy, D.W., *The Cultural Experience, Ethnography in Complex Society.* Recommended: Michner, J., *Hawaii*

REQUIREMENT(S) FILLED: Interim

RESTRICTIONS: It is expected that participants be serious, appreciative students, 18 years of age or older. Students who have completed a previous Hawaii Workshop may enroll with instructor approval and study contract.

GRADING SYSTEM: H,P,No Credit.

COST IN ADDITION TO TUITION: Estimated $600-$650. Must be paid in full by December 1.

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

MAXIMUM ENROLLMENT: 30

3506 Physical Education 303
LEADERSHIP FOR OUTDOOR MINISTRIES
W. Jarvis

This course is designed to prepare leaders for camping, recreation, and retreat ministries. The course will include small group communication, historical background of recreations and outdoor ministries, rationale, philosophy, and use of outdoor ministries and retreating, practical experiences in planning and conducting a retreat. Also will include camp craft, outdoor living and cooking, visitation and evaluation of several campsites, lectures, discussion, and specific projects related to problem areas. Students should plan to spend one week at campus and three weeks in various campsites.

REQUIREMENT(S) FILLED: Interim; physical education major (recreation option).

GRADING SYSTEM: H,P,No Credit

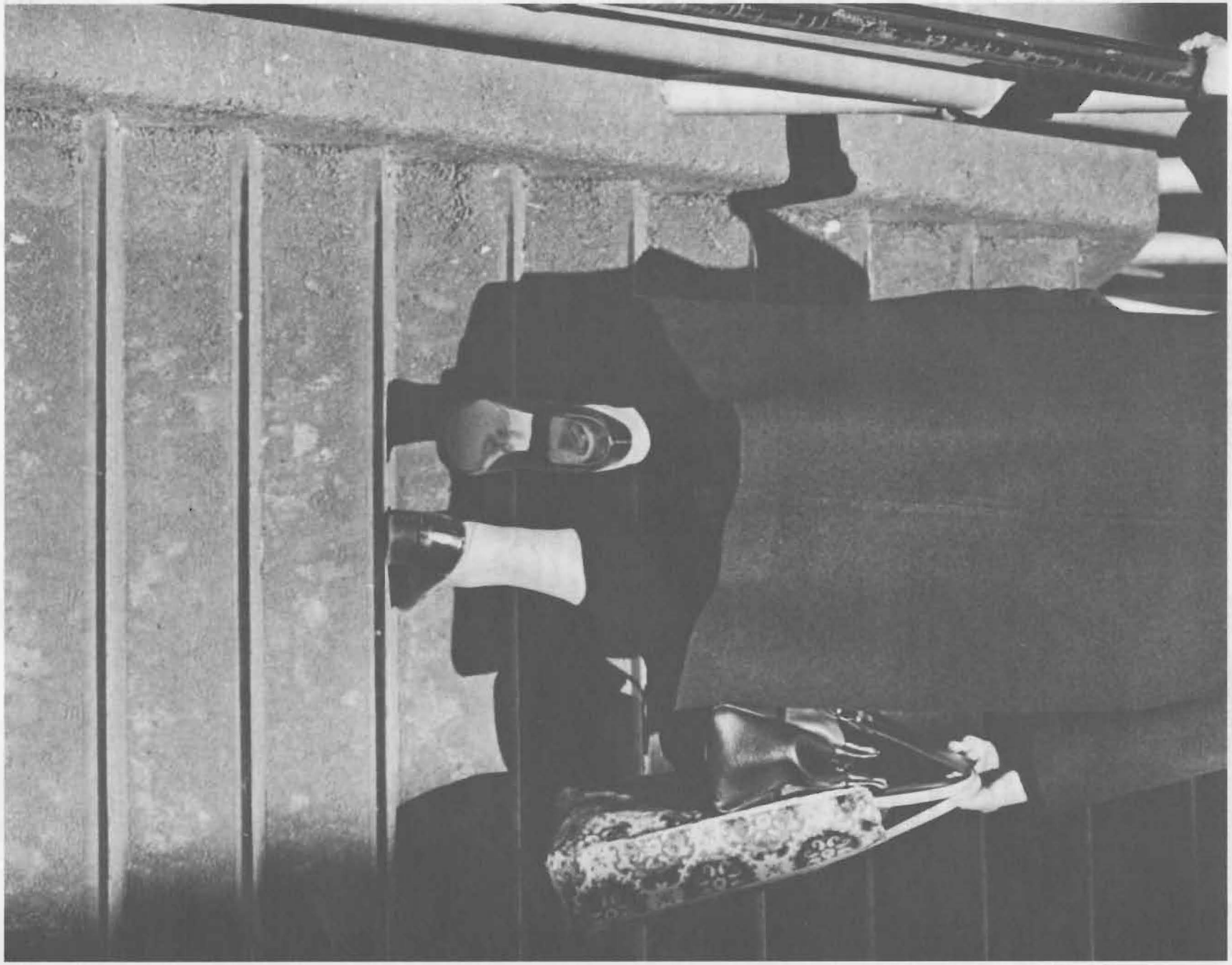
COST IN ADDITION TO TUITION: $100.00 to cover cost of meals for 3 weeks off campus, materials, and inter-camp travel. Transportation to base campsites is responsibility of student. On-campus students can expect to pay an extra $22.50 to cover the cost of board for 1 week on campus.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: First week: 8:30 to 11:30 A.M. and 1:00 to 4:00 P.M., OA-105; 2nd, 3rd, and 4th weeks: Off campus study and involvement at various campsites.

Mark Morris



INTERDEPARTMENTAL STUDIES

5262 English/Religion 307

LIVING IN GOD'S SILENCE: THE FILMS OF BERGMAN

P. Benton; D. Knutson

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

We'll read and view eight of Bergman's films, from *The Seventh Seal '57*, the richly symbolic fable of a Christian Knight's struggle with Death during the Black Plague, to *Scenes from a Marriage '73*, the documentary-like tv drama about maturity in an utterly secular world. We'll do the stunning trilogy on God's silence (*Through a Glass Darkly, Winter Light, The Silence*), two films about the inner journey to authentic selfhood (*Wild Strawberries, Face to Face*), and an intriguing study of the artist's conscience (*The Magician*).

Our emphasis will be on enriching the double experience of viewing and reading each film. But we'll also explore the larger issues--religious, psychological, literary--made so luminous by Bergman's art.

All students will be expected to read carefully the screenplays and selected materials on Bergman and on theology, and to attend class regularly for lectures, discussions, and viewing the films. All will keep a journal and prepare for frequent quizzes on the reading. Some may elect to write a paper, in consultation with one of the instructors, thus becoming eligible for an Honors grade. Those who wish to receive major credit in the Scandinavian Area Studies Program will be required to write a paper and to be graded with a regular letter grade.

BIBLIOGRAPHY: Ingmar Bergman, *Four Screenplays, Three Films, Face to Face, Scenes from a Marriage*. Arthur Gibson, *The Silence of God: Creative Response to the Films of Ingmar Bergman*

REQUIREMENT(S) FILLED: Interim; Scandinavian Area Studies Major

GRADING SYSTEM: H,P,No Credit; A,B,C,D,E- for Scandinavian Area Studies majors

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

MAXIMUM ENROLLMENT: 60

MEETING TIME AND PLACE: 9:30 a.m.-12:00 noon, HA-207

5270 Physics/Nursing 316

RADIOACTIVITY AND NUCLEAR MEDICINE

H. Adams; B. Nesset

"Nuclear medicine now plays a major role in patient management and has significantly expanded the physician's armamentarium. It provides a unique methodology that includes a varied group of radioisotopic techniques. Most of these techniques . . . are singularly atraumatic and innocuous, representing some of the most powerful diagnostic tools of modern medicine."--Dr. William Blahd, *Nuclear Medicine*

The course will be offered in two parts. Part one will concentrate on the fundamentals of radioactivity including 1) radioisotopes and their radiations, 2) principles of measurement of radioactivity, 3) radioisotope dosimetry, 4) biomedical effects of radiation, 5) radioactive tracers and radiopharmaceuticals, 6) principles of radiation safety. Students will participate in a number of laboratory exercises.

Part two will introduce the student to some aspects of nuclear medicine and diagnostics through the use of guest lecturers and field trips to local hospitals. Dr. M. Speiger, internist with a sub-specialty in nuclear medicine, will present a lecture and laboratory tour. Dr. W. Rieke will discuss applications in research. Dr. T. Apa, pathologist, will discuss the role of tracers in the clinical laboratory.

The student's grade will be determined by classroom testing and graded laboratory work.

BIBLIOGRAPHY: Blahd, W., *Nuclear Medicine*

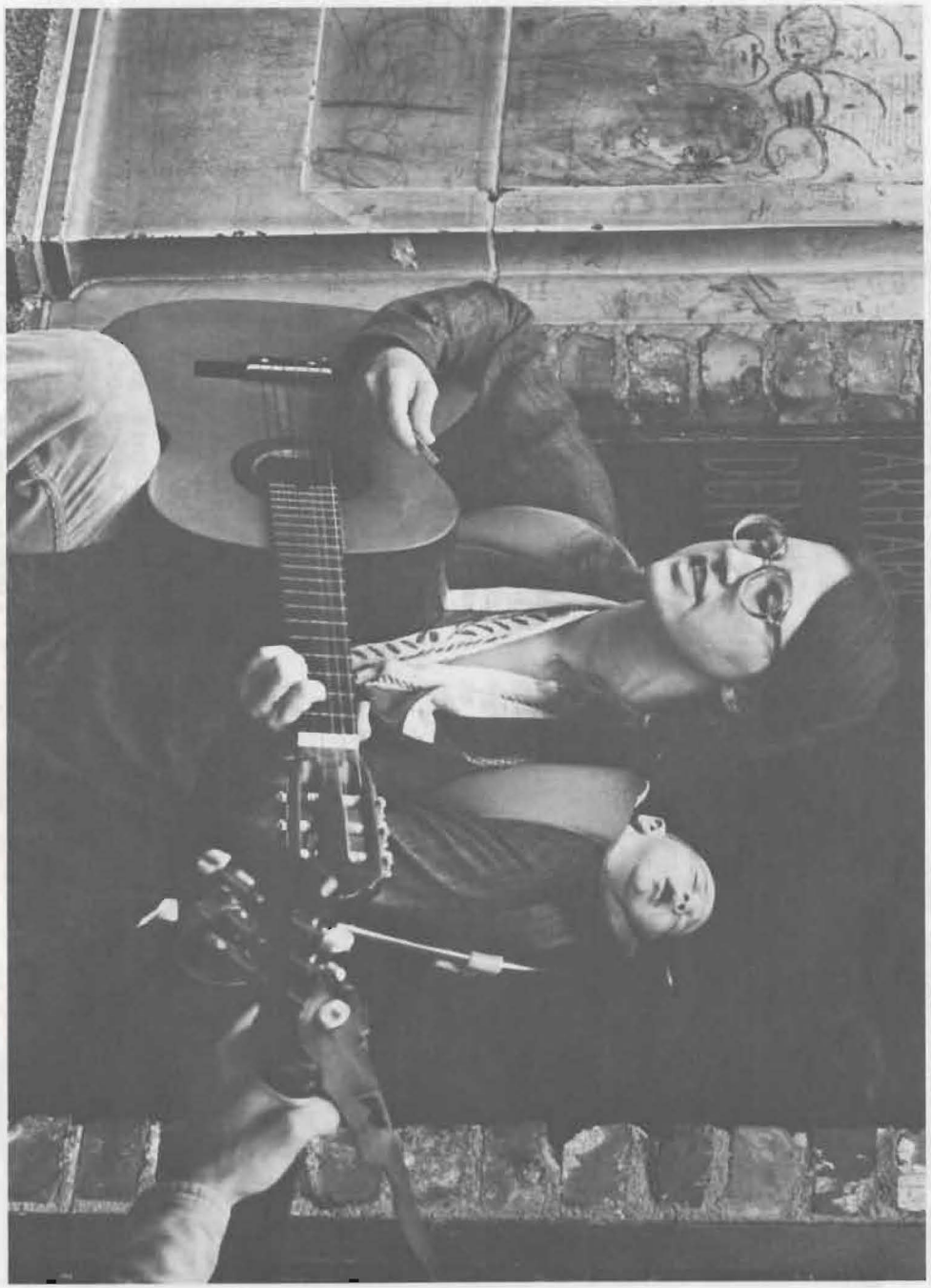
REQUIREMENT(S) FILLED: Interim

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

MAXIMUM ENROLLMENT: 16

MEETING TIME AND PLACE: 1:00-5:00 p.m., R-110

Mark Morris



0514 Art 215
CRAFTS
G. Roskos

The actual creation of hand-crafted functional and non-functional art objects and their relationship in embracing the elements of two and three dimensional design. Art objects created will vary from small to large size, and can be utilized functionally and/or for the adornment of the home. Suitable projects in a variety of materials and techniques will be explored: Ceramics, Copper Enameling, Batik, Leaded Stained Glass and small Casting techniques. Both majors and non-art majors are encouraged to enroll in this course.
REQUIREMENT(S) FILLED: General University Core Requirement
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: $25 studio fee
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 9:00 a.m.-12 noon, IN-134

5250 Art 307
A CULTURAL EXPERIENCE IN THE ARTS IN NEW YORK CITY
(See off-campus listing)

0524 Art 380
IMAGERY & SYMBOLISM
E. Schwidder (Assisted By R. Tellefson).

The study of symbols (designators) is the search for meaning--a way to identify, emphasize, and understand our environment. Identification of symbols--graphic, allegorical, private, sensorial, and/or figurative--provides avenues of approach to works of an ideological nature. Such communication goes beyond the visual, beyond the object, and into the realm of mysticism, religion and superstition. Primary attention will be given the origin and evolution of images, symbols, costumes, rituals and other aspects of the Christian cultus. 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. Weekly reports on the topics presented and one appropriate project will be required.

BIBLIOGRAPHY: Bailey, H., *Lost Language of Symbolism;* Ferguson, G.W., *Signs and Symbols in Christian Art;* Grabar, A., *Christian Iconography;* Jung, C., *Man and His Symbols;* Kepes, G., *Sign Image and Symbol;* Santayana, G., *Sense of Beauty;* Dixon, J.W., *Nature and Grace in Art*
REQUIREMENT(S) FILLED: General University Core Requirement
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: Transportation costs for field trips, estimated at not more than $5.00
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon, IN-116

0606 Biology 302
HUMANISTIC BOTANY
M. Crayton

The title of this course has been taken from the textbook of O. Tippo and W. C. Stern which will represent the focal point of the course. This is a general botany course intended exclusively for the student not majoring in the natural sciences. Major emphasis will be on plants that have an impact upon people: useful plants; poisonous plants; medicinal plants, including narcotic and hallucinogenic plants; food plants and organic gardening; plant propagation. Course format will involve supplemental lectures and demonstrations but will mainly consist of small informal discussion groups dealing with material from the text. Student evaluation will be based upon: 1) preparedness and active participation in each day's discussion group, 2) a written exam given at the end of the course, and 3) class preparation of a Marketplace Fair exhibit illustrating some of the course topics.
REQUIREMENT(S) FILLED: Interim
RESTRICTIONS: Non-biology majors
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 1:00-3:00 p.m., HA-208

0614 Biology 304
DEVELOPMENT: THE CYCLE OF LIFE
J.T. Carlson

For centuries, people have marveled at the cycle of life. A tiny seed gives rise to a plant, which bears fruit; seeds in the fruit can give rise to a new plant. Likewise, a human is born. The infant grows and changes, matures, and produces offspring. But the changes continue; the person ages and dies. How can such a cycle be explained and understood? This problem has been approached philosophically for thousands of years. With the advent of modern science it has become possible to approach this fascinating problem through experiments and scientific investigation; this branch of science is called developmental biology. It is possible to define many narrower problems related to the broad problem of development, and these narrower problems are open to investigation and experimentation.

This course will introduce students to the exploration of the development of organisms. The course is intended for nonmajors; no background in

Biology

0618 Biology 308
LANDSCAPE ART FOR THE FUN OF IT
J. Knudsen

This course is designed for people who would like to achieve pleasing results in their own art medium through an exploration of picture composition. The course is for anyone who has an interest in graphics and is willing to work hard in a methodical study of picture basics (which will apply to all media including photography). Things dealt with will include placing the subject, directing the eye, light and shadow, graphic perspective, color perspective and the use of the pencil (as the most important tool). Demonstrations beyond the area of composition will include the use of water color, acrylic, and other media. Labs, lectures, and numerous field trips to land and water settings. Students will be evaluated on progress made. Private cars may be required.
BIBLIOGRAPHY: Kautzky, T., *Pencils Broadside, Ways With Water Color*
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
PREREQUISITES: A previous experimentation with some graphic medium
COST IN ADDITION TO TUITION: Estimated $15.00 materials fee and a small charge for transportation.
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:30-5:00 p.m., I-105

biology is required. Topics addressed through lecture and readings will include: the understanding of development through the ages; an introduction to cells and genetics; fertilization; patterns of development; seed germination; formation of flowers and fruits; metamorphosis of amphibians and insects; changes accompanying human development. Additionally, several topics of particular current interest to the general public will be addressed; these will include genetic engineering, gene cloning, and organism cloning.

Evaluation will be based on two short examinations and on completion of a "learning package." The latter may include a short paper, slides, illustrations, or models addressing some developmental topic in an introductory fashion such that it might be suitable for self-instruction by a novice. These projects will be collated into a package to be made available to the university community.
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m.-12 noon, R-209

0626 Biology 311
NATURAL HISTORY OF PUGET SOUND
R. McGinnis, J. Main

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

Students will be evaluated by examination and by their performance in individually selected and led group discussions of aspects of Puget Sound natural history. A fee is charged to cover costs of transportation, guest lectures, field equipment, and appropriate contingencies.
BIBLIOGRAPHY: Carefoot, T., *Pacific Seashores;* Korloff, E., *Intertidal Invertebrates of Puget Sound;* Scagel, R., *Guide to Common Seaweeds of British Columbia.*
REQUIREMENT(S) FILLED: Interim
RESTRICTIONS: Students must have flexible schedules which permit participation for periods of 1 to 3 continuous days.
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: $20.00
INSURANCE NEEDS: The Students' Sickness and Accident Plan or evidence of similar coverage
MAXIMUM ENROLLMENT: 16
MEETING TIME AND PLACE: 9:00 a.m.-5:00 p.m., TWR and other times and days to be established, I-106

Business Administration

0634 Biology 318
MODELS IN BIOLOGY
D. Hansen

Mathematical models have become increasingly important to biology as predictive and conceptual tools.

The course is designed to provide the student with a description of models, the behavior of models and the process of modeling. Examples of existing models will be presented from a wide variety of areas in biology including medicine and ecology.

In addition students will learn the fundamentals of a computer language, and program and execute a model either from the literature or ot their own conception. The project will be both written up and presented orally to the class during the final week. Grading will be based on the project and class participation.

This course is designed chiefly for biology majors but may be of interest to chemistry and mathematics majors.

BIBLIOGRAPHY: Smith, M. J., *Mathematical Ideas in Biology;* Wilson, E. O. and Bossert, W. H., *A Primer of Population Biology;* Banks, H. T., *Modeling and Control in the Biomedical Sciences.*
REQUIREMENT(S) FILLED: Interim
PREREQUISITES: Biology 253 or consent of instructor
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00-3:30 p.m., Ivy 111.

0708 Business Administration 305
MANAGERS AT WORK
W. Crooks

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

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

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

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

REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, HA-213

0726 Business Administration 456
HONORS SEMINAR: HOSPITALITY INDUSTRY WITH A SCANDINAVIAN EMPHASIS
G. King; E. Alkjaer

This course is intended for students interested in exploring, on a professional level, the social, cultural, business, and management functions of the service sector associated with leisure activities, tourism and travel, and hotel and restaurant management.

The institutional exploration involves familiarization with and comparison of hospitality organizations in the Puget Sound area with those located in the Scandinavian countries, especially the Copenhagen area. Meetings include visits with managers and government officials responsible for the enterprise management or the promotion of tourism, travel, and restaurant services of various types. The seminar participants' analytical work includes the selected case analyses, as well as field

0716 Business Administration 309
MONEY GAME III (NEW YORK, LONDON, BRUSSELS, PARIS)
(See off-campus listing)

0734 Business Administration 553
SEMINAR ON CONTEMPORARY ISSUES IN MANAGEMENT
Staff

Investigation of current issues and contemporary problems faced by purposive organizations in business and government. The approach seeks to give appropriate weight to both rational analysis and public sentiments in evaluating problems and proposals for problem reduction or resolution in areas of public concern. Topics for review range from air and water pollution abatement, safety improvements, the impact of inflation and cost of living on business, general population, and the government. Student preferences will be considered in the selection of topics. The pedagogical approach will be that of a workshop, using selected readings, cases, video-taped materials, and guest speakers.
REQUIREMENT(S) FILLED: Elective course for MBA and/or MPA students
RESTRICTIONS: Graduate (MBA, MPA) students only
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: MTR, 6:00-10:00 p.m., HA-221

work to assist, in a consulting capacity, a particular agency or organization.

Visiting Professor Alkjaer is the director of the Institute for Tourism, Travel and Regional Science of the Copenhagen Business School and consulting professor of the School of Business Administration at PLU. An international authority on the leisure industry, he is the chairman of the Danish Board of Tourism and a consultant to many international organizations, including the United Nations, SAS, and Western International Hotels. Other lectures will also enrich the course.
REQUIREMENT(S) FILLED: May be taken in lieu of BA 455, Business Policy.
PREREQUISITES: Senior standing; BA 350, 364, 370. GPA of 3.0 or more.
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: MWF 9:00-12:00 noon, HA-221

0806 Chemistry 115
GENERAL CHEMISTRY
0808 — Lab A, 0810 — Lab B
F. Tobiason,
W. Giddings

The structure of matter, atomic and molecular theory, quantitative relationships; designed primarily for students who want to major in biology, chemistry, engineering, geology or physics. Includes all premedical, predental, pharmacy, medical technology students, and students planning to transfer to a Dental Hygiene Program. High school chemistry or permission of instructor required. Students with no high school chemistry or weak background should take 104 before this course.
REQUIREMENT(S) FILLED: General University Core Requirement
PREREQUISITE: Math 133
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: Lecture, 9:00 a.m.-12:00 noon daily, Lab A, 1:00-4:00 p.m. M,W, Lab B, 1:00-4:00 p.m. T,R Lecture R-108, Lab-R-320; students must take *one* section of lab

Chemistry 300
SCIENTIFIC GLASSBLOWING
0814 — 1 semester hour credit
0816 — 2 semester hours credit
0818 — 4 semester hours credit
R. Olsen

A laboratory course to acquaint the student with the fundamental operations used in construction and repair of scientific glassware and provide practice in these techniques. Working with glass tubing, the student will learn cutting, joining, bending, forming, polishing, and all necessary steps in working glass into useful equipment and repair. With flat glass, methods will be practiced in cutting, joining and forming clear and colored glass to produce objects of practical or artistic use. For those desiring a 4 credit Interim course, there will be, in addition to the six hours per day of laboratory or shop work, a study of the antiquity and the development of the art. Evaluation will be made on the basis of projects completed and the quality of work achieved.
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 10
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon and 2:00 p.m.-5:00 p.m. daily, R-302, (3 lab hours per credit hour).

5254 Chemistry 312
ON BECOMING HUMAN
(See off-campus listing)

0828 Chemistry 350
INSTRUMENTATION FOR THE LIFE SCIENCES
R. Carlson

This course is designed to allow students in medical technology, environmental science, earth science, biology, and related fields to develop a working knowledge of the chemical instrumentation used in these areas. The approach will be to examine a variety of instruments to determine: (1) how they work; (2) how to interpret instrumental data to gain useful information; (3) what are the limitations of instrumental methods.

Some of the instruments discussed in lecture and used by the students will include an atomic absorption spectrometer, gas and high pressure liquid chromatographs, ultraviolet and infrared spectrometers, and electrochemical apparatus. A degree of flexibility is designed into the laboratory course to allow the student to emphasize techniques applicable to his/her own area of interest.

This course will provide a student with an excellent opportunity to acquire a fundamental knowledge of instrumentation and basic electricity. Included will be an exciting and useful laboratory program to allow the students to set up experiments and to collect and analyze useful data. The laboratory work will develop practical solutions to analytical problems, while the lecture will fill in the students' understanding of the principles and techniques involved.

BIBLIOGRAPHY: Bender, *Chemical Instrumentation*
REQUIREMENT(S) FILLED: General University Core Requirement
PREREQUISITES: 1 semester general chemistry or introductory biology
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: Lecture 10:00 a.m.-12 noon daily, R-309; Laboratory 1:00-5:00 p.m. M,W or T,R, R-302. Each student meets 2 days per week.

0906 Communication Arts 303
TELEVISION DAYTIME DRAMA ("THE SOAP OPERA"): MARKETING THE NEUROSES OF OUR TWENTIETH CENTURY
W. Becvar

Television Daytime Drama ("The Soap Opera"): Marketing the Neuroses of Our Twentieth Century will deal with the following: 1) A history of the daytime drama from its inception in radio to its current position in daytime television scheduling; 2) An analysis of plot formats, characterizations, and central themes constituting the 14 daytime dramas currently found on television; 3) A study of the production aspects connected with daytime drama, including production costs, rehearsal schedules, performers, script writers, and technicians; 4) A perception of implementation and technique incorporating daily viewing of *The Young and the Restless* as a point of reference for discussion; 5) An appraisal of modern-day anxieties, frustrations, tensions, and success-oriented goals as depicted in daytime drama--whether "realistically" conveyed or "theatrically" induced--and how they relate to, and reflect, modern society; and 6) A consideration of the financial dividends involved through corporate sponsorship as relating to mass marketing procedures.

Classes will be held from 9:30 a.m. to 12:00 p.m. Monday through Friday, and will include: Lecture (9:30 a.m. — 11:00 a.m.), Viewing (*The Young and The Restless — 11:00 a.m. — 11:30 a.m.*), and Class Discussion concerning lecture/reading materials as applied to viewing (11:30 a.m. — 12:00 p.m.). Attendance is mandatory and a text (*Ma Perkins to Mary Hartman--The Illustrated History of Soap Operas* by Robert LaGuardia - $1.95) is required.

Participation in class discussion is expected and a written examination will be given at the conclusion of interim.

BIBLIOGRAPHY: LaGuardia, R., *Ma Perkins to Mary Hartman--The Illustrated History of the Soap Operas;* Dunning, J., *Tune in Yesterday--The Ultimate Encyclopedia of Old Time Radio;* LaGuardia, R., *The Wonderful World of TV Soap Operas;* Sterlings' Magazines, *The Best of Daytime T.V.; Time,* "Soap Operas: Sex and Suffering in the Afternoon;" *Esquire,* "Farewell to Peyton Place."
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 75
MEETING TIME AND PLACE: 9:30 a.m.-12:00 noon, HA-101

5250 Communication Arts 307
A CULTURAL EXPERIENCE IN THE ARTS IN NEW YORK CITY
(See off-campus listing)

Communication Arts

0914 Communication Arts 309
ORGANIZATIONAL COMMUNICATION INTERNSHIP: STALKING THE WILD ORGANIZATION
C. Spicer

This course is based on the assumptions that 1) unavoidably, we live within the confines of various organizations and 2) organizations are organized through a variety of types of communication (e.g., talking face-to-face, talking on the phone, letters, memos, directives, job descriptions, and so on). The purpose of the course is to give students the opportunity to observe how communication acts as the organizing function within a selected organization. A training period is planned for the first two days of the Interim. During this time, students will become familiar with the basic observation techniques designed to identify: 1) communication networks (who talks to whom), 2) information flows (what messages are sent where with what intent and result), and 3) communication norms (regular patterns of communicative behavior between members). Students should be familiar with the text before the Interim period begins.

To accomplish the purpose of the course, students will be assigned to a local organization as observing interns. In the past, students have observed in banks, savings and loan associations, a television station, small manufacturing firms, an advertising firm, a large department store, and a hospital. Four days a week you will observe and talk with the people within your assigned organization to learn as much as possible about the communication systems of that organization. We will meet in a seminar-type discussion session on the remaining weekday to share our experiences and attempt to synthesize our observations about communication processes within organizational settings.

You will be required to write a paper reporting your observations concerning the organization's communication systems. Based on this paper, you will deliver a report to your contact within the organization observed so that the organization may make use of your findings. You will also be expected to take an active part in all seminar sessions. You will be evaluated on the quality and completeness of your paper and report.

BIBLIOGRAPHY: Farace, Monge, and Russell, *Communicating & Organizing;* Studs Terkel, *Working.*
REQUIREMENT(S) FILLED: Interim
RESTRICTIONS: Permission of instructor required
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 9:00 a.m.-12 noon (one day/wk), E-123

0918 Communication Arts 311
ETHICS AND THE PRESS
C. Rowe

A free press, as we know it, must also be a responsible press, if it is to survive. Limited legal constraints, such as libel laws or Federal Communication Commission regulations, may encourage responsible assessment and presentation of news. But the strongest guarantee of responsibility lies within the ethical standards practiced by each journalist--whether publisher, editor or reporter.

These standards and how they're applied during the day-by-day processing of news will be assessed by the students during this course.

Ethics will be considered relative to such factors as fairness, accuracy, special favors, invasion of privacy, conflict of interest, investigative reporting and confidential sources. Following introductory lectures, students in small groups will research and present to the class case studies of actual situations in which ethical considerations played a major part, such as publishing of the Pentagon Papers, or a publisher's demand that an article of questionable authenticity be published in his newspaper.

The textbook for the course will be *Motive of the Messenger,* by John Hulteng. Other material to be read will be presented in class.

Students will be evaluated on the research and presentation of case studies, on participation in class discussion and/or a final paper drawing on their reading and class activities.

REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit.
PREREQUISITES: Beginning Newswriting, 283 or permission of instructor
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 6:00 p.m.-8:00 p.m., MTWR, X-203

0926 Communication Arts 319
CHILDREN'S THEATRE WORK—SHOP
E. Nordholm

The mounting of a complete children's production for presentation in the end of January and first of February.

This course is designed to acquaint the student with the full range of activities involved. All students will be expected to become familiar with the literature available for Children's Theatre as well as involve themselves in all phases of the rehearsal and construction process. There will be no written examination. The students will be evaluated on the basis of their enthusiasm, cooperativeness, reliability, and contributions made to the final show.

REQUIREMENT(S) FILLED: Interim
PREREQUISITE: Must audition or interview for crew position at date to be announced.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon and 1:00 p.m.-4:00 p.m., Eastvold Stage

1506 Economics 150
PRINCIPLES OF ECONOMICS
R. Jensen

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

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

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

This course is a regular offering of the Department of Economics. All students will be expected to participate in class discussions. There will be exams and quizzes for evaluating the student's progress.

BIBLIOGRAPHY: Barkley, Paul W., *Economics: The Way We Choose.*
REQUIREMENT(S) FILLED: General University Core Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 9:00-11:00 a.m., HA-200

1514 Economics 308
ECONOMIC DECISIONS: COMPETING IN A MARKET GAME
E. Ankrim

After taking your Principles of Economics, do you feel: 1) you could do a better job of directing the economy than the present administration? 2) you could do a better job of making profitable production decisions for a firm than the managers of all the businesses that fail every year? 3) you could do a better job of negotiating for higher wages as a representative of organized labor than current union leaders?

Finally, would you like to compete in a gaming situation where the reward system is not based on grades but on the thrill of victory and the agony of defeat?

If you answered yes to most of the above, you may find this course of interest. Players are involved in a macro economic game as an official in government, business or labor with specific goals in mind (i.e., stable prices, profits and real income respectively). This game was originated by Peter Lindert at Wisconsin and modified by the instructor to closer approximate reality. The classwork entails playing the game and periodic discussions of results and strategy. It is expected that the participants will gain an appreciation for economics as a problem solving discipline. Evaluation in the class will be based on performance in the game and reports on strategy to the class.

If you found Principles of Economics reasonably interesting and would like to try out your knowledge in a competitive environment, this is the class.

BIBLIOGRAPHY: Materials for the game provided in class.
REQUIREMENT(S) FILLED: Interim
PREREQUISITES: Econ. 150
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon, HA-202

1518 Economics 312
ENVIRONMENTAL ECONOMICS: AN EXCHANGE OF IDEAS-THE MARKETPLACE OR GOVERNMENT CONTROL
M. Miller

Environmental problems will continue to plague us as our society wrestles with the tradeoffs inherent in an economic system constrained by scarcity. For instance, air and water used to be the economist's favorite examples of free goods. These media served the function of "infinite sinks" for most of the residuals from production and consumption activities.

Our inquiry into the environmental problems will be from the perspective of the economist. Beware, this could be a terminal case. Once you start thinking

1606 Education 303
CLASSROOM PHOTOGRAPHY
M. Churney

Students will learn to use basic darkroom equipment to develop film, and to print and enlarge negatives they have produced. Students will construct and use pinhole cameras and will explore ways of making prints without cameras. There will be optional information on constructing a rudimentary darkroom. The students must supply their own camera; any type, including an instamatic, will be useable. Optional experiences could include taking color slides, using close-up and copying equipment, and producing slide/tape presentations. The student may choose to schedule additional time in the darkroom. This experience is designed to provide the skills to meet the following needs:

1. For prospective teachers who would like to use photography as an expressive activity with their students (elementary through secondary).
2. For students who would like to be involved in a low-stress approach to basic camera and darkroom techniques.

Evaluation: Students will demonstrate competence in basic darkroom techniques and will complete a series of photography tasks resulting in portfolio of prints.

BIBLIOGRAPHY: Kodak: *Basic Developing, Printing, Enlarging;* Kodak: *Enlarging in Black and White and Color*
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: $12.00 (darkroom supplies)
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00-12:00 a.m., R-207

like an economist you will find it difficult to quit. Our study will begin by attempting to explain the general problem by applying the tools and analytic frameworks from the discipline of economics. We will then evaluate alternative means of mitigating the problems. Finally, class members will consider specific environmental problems and suggest solutions and will share their enlightenments with the class. These presentations will also serve as the basis for evaluation of student performance.

We might take some local field trips and/or have guest speakers from the area.

BIBLIOGRAPHY: Seneca, J.J. & Taussing, M.K., *Environmental Economics*
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: $10.00
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00-11:00 a.m., HA-217

1614 Educational Psychology 318
PROBLEM-SOLVING
J. Fletcher

This course will provide an opportunity to discuss the need for problem solving, to make an appraisal of a variety of problem solving methods, to choose a method and follow through on solving problems using that method or a variety of methods. The course will foster openness and flexibility in the approach to problem solving as a short-term goal, and the growth of creativity in long-term goals. The problems to be solved will be chosen by the student. They may be from a wide variety of areas, i.e, personal, academic, mathematical, physical, environmental, societal, etc.

Students will be evaluated on their contributions to class and on written evidence of using the method(s) chosen in working toward problem solving. Students will solve a stated number of simple and/or complex problems.

BIBLIOGRAPHY: Suggested reading--Adams, J., *Conceptual Blockbusting: A Guide to Better Ideas;* Baldwin, M., Ed., *Portraits of Complexity: Applications of Systems Methodologies to Societal Problems;* Bingham, A., *Improving Children's Facility in Problem Solving;* Filley, A., *Interpersonal Conflict Resolution;* Kepner, C. and Tregoe, B., *The Rational Manager: A Systematic Approach to Problem Solving and Decision Making;* Kleinmuntz, B., Ed., *Problem Solving: Research, Method and Theory;* Stein, M., *Stimulating Creativity;* Thomas, G., *Teacher Effectiveness Training;* Warfield, J., *An Assault on Complexity;* Watzlawick, P., *Change: Principles of Problem Formation and Problem Resolution;* Yeck, J. D.,*How to Get Profitable Ideas for Creative Problem Solving;* Young, M. A., *Teaching Children With Special Learning Needs: A Problem Solving Approach.*
REQUIREMENT(S) FILLED: Interim
RESTRICTIONS: Senior or graduate status, with background in Education, Social Sciences
COURSE LEVEL: The course is designed for majors or advanced students. Graduate students wishing to take this course for M.A. Credit should contact the instructor.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00-3:00 p.m., HA-117

Education

1616 Education 320 A
INDEPENDENT STUDY
A. Pederson

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

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

Placements in schools are the responsibility of the School of Education and require a completed application form and a proposal for the study prepared by the student. Applications and proposal forms are available from the instructor. These must be completed and signed by the instructor before December 1, 1978, and before registration is completed. Independent study card is required.

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

BIBLIOGRAPHY: Readings assigned on the basis of individual needs.
REQUIREMENT(S) FILLED: Interim
PREREQUISITES: Ed 251 or permission
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 25

1624 Education 320 B
INDEPENDENT STUDY
Staff

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

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

Placements in schools are the responsibility of the School of Education and require a completed application form and a proposal for the study prepared by the student. Application and proposal forms are available from the instructor. These must be completed and signed by the instructor before December 1, 1978, and before registration is completed. Independent study card is required.

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

REQUIREMENT(S) FILLED: Interim
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 25

1628 Education 320 C
INDEPENDENT STUDY
W. Brochtrup

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

This experience may be used as an elective in the School of Education Special Endorsement in Reading.

Attendance at two seminars on campus is required.

Placements in schools are the responsibility of the School of Education and require a completed application form and a proposal for the study prepared by the student. Applications and proposal forms are available from the instructor. These must be completed and signed by the instructor before December 1, 1978, and before registration is completed. Independent study card is required.

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

REQUIREMENT(S) FILLED: Interim
PREREQUISITES: Ed 325 or equivalent
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 25

1636 Education 320 D
INDEPENDENT STUDY
L. Cox

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

Placements in schools are the responsibility of the School of Education and require a completed application form and a proposal for the study prepared by the student. Application and proposal forms are available from the instructor. These must be completed and signed by the instructor before December 1, 1978, and before registration is completed. Independent study card is required.

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

REQUIREMENT(S) FILLED: Interim
PREREQUISITES: Ed 251 or permission
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 25

Education

1644 Education 320 E
INDEPENDENT STUDY
C.DeBower

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

Placements in schools are the responsibility of the School of Education and require a completed application form and proposal for the study prepared by the student. Application and proposal forms are available from the instructor. These must be completed and signed by the instructor before December 1, 1978, and before registration is completed. Independent study card is required. Not applicable to K—12 certification.

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

REQUIREMENT(S) FILLED: Interim
PREREQUISITES: Ed 251 or permission
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 30

Education 583
READINGS IN EDUCATIONAL ISSUES AND PROBLEMS
1736 — 2 semester hours credit
1738 — 4 semester hours credit
J. Williamson

This course is open only to students who have been accepted into the M.A. program in Education. 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.

Current periodicals will provide the background for your reading and discussion. Prior to November 14 each student must make an appointment with the instructor to determine area of interest and submit topics for investigation.

REQUIREMENT(S) FILLED: An optional course in the M.A. program.
RESTRICTIONS: Tally cards are necessary for enrollment and will be issued by the instructor.
PREREQUISITES: Open only to graduate students who have been admitted to an M.A. program in Education.
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: M-W, 4:00-6:30 p.m., HA-117

Education 320 F
INDEPENDENT STUDY
1704-1 semester hour credit
1706-2 semester hours credit
1708-3 semester hours credit
1714-4 semester hours credit
Staff

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

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

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

REQUIREMENT(S) FILLED: Interim
PREREQUISITES: Ed 251 or permission
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 30

English

1806 English 101
COLLEGE ENGLISH
S. Jansen-Jaech

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

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

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

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

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

REQUIREMENT(S) FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 10:00-12:00 noon, HA-208

1816 English 303
THE NEW WORLD: IMMIGRATION TO AMERICA IN THE SCANDINAVIAN-AMERICAN NOVEL
P. Reigstad

The novels of O. E. Rolvaag are a remarkable artistic record of the experiences of Norwegian immigrants on the prairies of the American Middle West. They are written out of Rolvaag's first-hand understanding of the problems and opportunities facing Norwegian settlers in the New World. We shall read the only two of his novels which are still in print: *Giants in the Earth* and *Peder Victorious.*

Two other novelists, Johan Bojer and Wilhelm Moberg, the first a Norwegian and the second a Swede, have also written about immigrants to the New World. Bojer's *The Emigrants,* published in Norway about the same time as Rolvaag's *Giants,* tells the story of a small group of Norwegians from the time they begin to plan their departure until their arrival in America. Moberg's *The Emigrants,* a recent tetralogy, covers a much longer span of time and records the experiences of Swedish settlers over several generations. We shall read Bojer's novel and the first two books of Moberg's tetralogy.

In addition to these five novels, we shall examine critical studies, especially of Rolvaag. The main emphasis will be on these immigrant studies as works of literary art rather than as historical records. The course is designed to fit in with the Scandinavian area studies program.

BIBLIOGRAPHY: O. E. Rolvagg, *Giants in the Earth;* O. E. Rolvaag, *Peder Victorious;* J. Bojer, *The Emigrants;* W. Moberg, *The Emigrant;* W. Moberg, *The Promised Land;* P. Reigstad, *O. E. Rolvaag: His Life and Art;* G. Thorson, Ed., *O. E. Rolvaag.*

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H,P,No Credit

MAXIMUM ENROLLMENT: 25

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

1808 English 101
COLLEGE ENGLISH
C. Spangler

Effective use of language is a valuable asset, regardless of one's occupation or social standing. Few subjects studied in college have the immediate practicality of English composition. This class is intended to develop a sensitivity to the use of language and to develop proficiency in writing. One focus of the course will be on understanding the nature of language and discovering elements that are common to all languages. A second emphasis will deal with the structure of the English language. Extensive practice in composition will be provided through the keeping of journals and the writing of papers.

REQUIREMENT(S) FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 15

MEETING TIME AND PLACE: 8:00-10:00 a.m, HA-216

English

1824 English 305
DREAMS
D. Seal

Much of our creative strength lies largely untapped, deep in our unconscious. We can pay $50 an hour for psychoanalysis, but we can also tune in on free trips to our own nether regions--our dreams. We all dream, and yet paradoxically most of us sleep through our chances to learn from them. This interim will explore ways to learn about dreams, to interpret dreams, and to make use of our dreams in our own art.

We will approach dreaming from many points of view. We will study the major modern texts that began to unlock the secrets of dreams: Freud's *Interpretation of Dreams* and Jung's "Dream Analysis and Alchemy." We will also review contemporary scientific research, including studies by Hall and Kleitman, and read contemporary humanistic studies, such as Rollo May's *The Courage to Create.* We will survey the significance of dreams in cultural contexts different from our own, such as Black Elk's dreams, dreams in the Don Juan books of Casteneda, and Eliade's studies of dreams in primitive societies. And finally, we will explore some artistic renditions of dreams in poetry, painting, and music.

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

We will meet in the morning for lectures and discussions. We will also occasionally meet in the afternoon, in smaller groups, for workshops on different ways to perform with dreams.

BIBLIOGRAPHY: Freud, *Interpretation of Dreams;* Jung, "Dream Analysis and Alchemy;" May, *The Courage to Create*
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 10:00-12:00 noon, HA-216

5262 English 307
LIVING IN GOD'S SILENCE: THE FILMS OF BERGMAN
(See interdepartmental listing)

1828 English 310
WILD READING: THE LITERATURE AND EXPERIENCE OF NATURE
(Northern Minnesota--See off-campus listing)

1836 English 312
THE WORLD OF THE BOOK
L. Elliott

This course deals with the history of the book, and with how it is created, managed, designed and distributed in the United States. The course will include visiting lectures by editors and authors, such as Kim Stafford (poet and printer) and William James (designer and production manager). There will be some visits to laboratory facilities and contacts with local printers on and off campus.

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

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

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

BIBLIOGRAPHY: Grannis, C., *What Happens in Book Publishing;* Bailey, H., *The Art and Science of Book Publishing;* Arnold E., *Ink on Paper;* Madison, H., *Book Publishing in America;* Dessauer, J., *Book Publishing: What It Is, What It Does.*
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00-3:00 p.m., HA-206

English

1844 English 313

SMALL PRESSES & LITTLE MAGAZINES

R. Jones

The little magazine "is one magazine, not several. It is a continuous magazine, the only one I know with an absolute freedom of editorial policy.... When it is in any way successful it is because it fills a need in someone's mind to keep going. When it dies, someone else takes it up in some other part of the country--quite by accident--out of a desire to get the writing down on paper." *The Autobiography of William Carlos Williams.*

We'll look at the recent history of small presses and little magazines to see whether there is anything except size that distinguishes them from large presses and big magazines. We'll also get to know several individual presses and magazines--reading whatever is available from them and inviting their editors, publishers, and some of their writers to meet with us. And we'll try to arrange an excursion to at least one of the prominent small presses in the area.

Our goals are to learn about the process of producing little magazine or small press publication, to become familiar with some little magazine and small press publications, and to see if there is some philosophy (coherent or otherwise) behind the activity of several thousand such endeavors.

You will be expected to choose some aspect of the small press and little magazine world and develop a thorough knowledge of it for presentation to the class. You will also undertake some selected project--a paper, perhaps, or an evaluation of work on or with a publication, or whatever mutually agreeable work can be determined by you and the instructor.

Formal presentations and written work will be evaluated with class participation expected.

The course will meet for three hours three afternoons a week although it may sometimes be necessary to use mornings or other afternoons for travel or individual conferences.

REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: Possible small fees for books and travel (to Seattle and Port Townsend).
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00-4:00 p.m., MWF, HA-210

1846 English 388

THOU MAYEST (Or Freedom Of The Will)

L. Johnson

Our task in English 388 will be to explore a more imaginative way of studying the writings of the seventeenth-century Englishman, John Milton.

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

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

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

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

BIBLIOGRAPHY: *Genesis* from the *Holy Bible;* Milton, John, *Paradise Lost;* Steinbeck, John, *East of Eden*
REQUIREMENT(S) FILLED: General University Core Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00-3:00 p.m., HA-212

English

1848 English 442
AMERICAN REALISM AND NATURALISM
D.M. Martin

In a recent American novel, when one character claims to have learned that "Facts *are* nasty," the main character, aptly named Moses, tells him that "You think they're *true* because they're nasty." Anyone who has ever been told to "Be realistic" knows what Moses knows; "real" means nasty, means ugly, means everything distasteful about life. It most certainly does *not* mean the whole of life, good with bad, ugly with beautiful. "Be realistic" too often means, "Give up your dream of a great, a beautiful, a good life" or "Accept the fact that the worst will probably happen (hasn't it usually so far?)" University students often hear, and are sometimes heard to say, that being at school is nothing like being "out in the *real* world" sometimes as though the very buildings of the campus were a transparent illusion; here what is "real" is presumed to be the world of business, the profit motive; anything else partakes of fantasy and dream. I mean in this course to ask how what is real came to mean those things, why the hero and the idealist are more often the object of pity and derision in our age than of admiration and respect. These will be the broad concerns. More specifically, we will read four of the masterworks of literary "realism" from the end of the last century as context for our discussion of these issues. We shall want to decide how the realists emerged from the haze of late romanticism and how they themselves became the impressionists. This nineteenth century realistic theory is largely responsible for the fascinating theory of Soviet Realism as practiced by the censors of the central literary committees. An important secondary consideration will be the changing image of the "real woman" as reflected in these novels. Aside from reading the novels, students will take two one-hour exams, one at the end of the second novel, and one at the end of the course, and they will prepare a brief (six to eight page) research paper on one of the topics dealt with in the course.

BIBLIOGRAPHY: Norris, F., *The Octopus;* James, H., *The Portrait of a Lady;* Chopin, K., *The Awakening;* Dreiser, T., *Sister Carrie.*
REQUIREMENT(S) FILLED: General University Core Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon, HA-212

German

2606 German 303
GERMAN DECADENCE: INTELLECT AND POLITICS IN WEIMAR GERMANY
P. Webster

No time in all of German history appears at once so splendid and so depressing as the fourteen years following the first World War. The Weimar Renaissance saw such an outburst of creativity in the arts and sciences that one survivor of the time labeled it a new Periclean age. At its conclusion, Adolf Hitler's rise to power caused the greatest exodus of talent, intellect and scholarship the world has ever seen--Albert Einstein, Thomas Mann, Walter Gropius, Paul Tillich and Bruno Walter, to name but a few.

These years also saw Germany's first experiment with democracy. German political leaders styled it the "Weimar Republic" and sought thereby to dissociate themselves from the discredited Prussian military tradition which had led to the war. But the Republic found itself under siege from the beginning, and the intellectual leadership--Germany's talented academics, artists and the rest--either ignored the Republic or joined forces with fascists on the right or with communists and anarchists on the left to weaken it. Only a few were willing to defend the Republic, despite a growing sense of doom felt by many as the specter of a Nazi takeover became increasingly real.

This course aims to survey the discrepancy between the Weimar Renaissance and the Weimar Republic from 1918 to 1933.

Course format will emphasize lectures and discussion of readings. Students will have the opportunity to investigate a topic of interest to them within the purview of the course and to report their findings to the class; students may select these topics from the areas of political or social history, the arts or other fields.

BIBLIOGRAPHY: Gay, P., *Weimar Culture;* Mann, T., *The Magic Mountain*
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: Possibly a small charge for films
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon, HA-214

2406 History 306
HOLOCAUST: THE DESTRUCTION OF THE EUROPEAN JEWS
C. Browning

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

The format of the course will be a mixture of lecture, discussion, and films. A fee of $10 per student will be assessed at the time of registration to cover the cost of the films. Students will be evaluated on the basis of: a) written preparation of study questions for the discussion sessions, and b) a short research paper.

BIBLIOGRAPHY: Schleunes, K., *The Twisted Road to Auschwitz;* Dawidowicz, L., *The War Against the Jews;* Wiesel, E., *Night;* Hochhuth, R., *The Deputy;* Weiss, P., *The Investigation.*
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 65
MEETING TIME AND PLACE: 9:00-11:00 a.m., I-100

2514 Mathematics 316
COMPUTERS AND SOCIETY
J. Brink

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

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

BIBLIOGRAPHY: Adams, J. M., and Haden, D. H., *Social Effects of Computers Use and Misuse;* Lynch, R. and Rice, J. R., *Computers, Their Impact and Use, BASIC Language;* Van Tassel, D. L., *The Compleat Computer*
REQUIREMENT(S) FILLED: Interim
PREREQUISITES: High School Alebra.
Note: Math 140 and this course cannot both count toward the total number of hours for graduation.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00-11:30 a.m., Tingelstad Classroom

2506 Mathematics 308
FINANCIAL MATHEMATICS
J. Herzog

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, commerical 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.

BIBLIOGRAPHY: Cissell, *Mathematics of Finance.*
REQUIREMENT(S) FILLED: Interim
PREREQUISITE: High School Algebra
GRADING SYSTEM: H,P,No Credit
MEETING TIME AND PLACE: 9:00-11:30 a.m., Library Calculator Room

2518 Mathematics 319
A HISTORY OF MATHEMATICS
K. Batker

A voyage on the waters of mathematics from the first quantitative trickles in primitive cultures to the shores of the broad oceanic expanses of current mathematical thought. Highlights of the cruise will include the ancient mathematical roots of Egypt and Mesopotamia, the glory that was Greece, the awakening of the Renaissance, and view of the brilliant summits of the Enlightenment. A brief escapade along the shores of set theoretic and logical foundations of current mathematics will conclude the tour.

Passengers will be expected to participate in daily fun games of readings and exercises illustrating the cruise highlights, and the success of the cruise will be measured by 2 papers (one major and one minor) and 2 tests (mid-term and final).

Passengers will meet with the tour guide daily from 9 — 11:30 a.m. and 1:00 — 2:00 p.m. in Olson 103.

Program of activities:

1. Jan 3-5: The first trickles — Egypt (on the Nile), Sumer and Babylonia (between the rivers). A look at developing commercial and agrarian mathematics, the roots of geometry, and first steps toward positional numerals. 2. Jan 8 — 12: The glory that was Greece (through the Aegean to the Mediterranean). The Pythagoreans and the birth of demonstrative mathematics, the great problems of antiquity, Euclid and the second best seller of all time, Archimedes and foundations of modern science. 3. Jan 15 — 19: Turbulance and transition — from the Hindus and Arabs through renaissance Europe (across the Mediterranean). The advent of zero, Al-Khowarizmi's al-jabr, Fibonacci and the positional system of numeration, the artists' perspective and its effect on geometry. 4. Jan 22 — 26: The Enlightment — 17th and 18th Century Europe (to the shores of the Atlantic). Descartes, Pascal, Fermat and the Mersenne School develop foundations of analytic geometry, probability, and projective geometry. Mathematics leaves its infancy — Newton, Leibniz and the calculus describe the mathematics of motion. 5. Jan 29 — 31: More recent developments (to the brink of the ocean of space). Logical rigor, Cantor's set theory, and Godel's proof. Resulting efforts toward split directions of "local" and "global" hypotheses. Numerical methods and the arrival of the high-speed computer.

REQUIREMENT(S) FILLED: Interim
PREREQUISITES: Math 133 or 2 years of high school algebra or equivalent or consent of instructor
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 9:00-11:30 a.m. and 1:00-2:00 p.m., Olson-103

MODERN AND CLASSICAL LANGUAGES (see German 303)

2706 Music 303
INTRODUCTION TO PIANO
G. Gilbertson

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

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

The daily, full-class meetings are to acquaint the student with the characteristics of the periods of music represented in present day concert repertoire. To accomplish this, the student will acquire pertinent information concerning the music, will listen to typical music both recorded and live (live performance may amount to something like 25 different works during the month). Attention will be given to artistic expression with even a limited technique, to historical matters, to social, economic and political factors, and to accoustics of the piano.

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

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

Evaluation will be based on extent of participation, which includes class attendance and performance improvement.

BIBLIOGRAPHY: For beginners--Sheftel, P., *"Exploring Keyboard fundamentals;"* For others--various materials to be decided upon in consultation with the instructor; Optional--Moore, D., *Listening to Music*
REQUIREMENT(S) FILLED: Interim
PREREQUISITES: None, except desire to learn; student must have access to piano. Students will find it difficult to take skiing in addition to this course.
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 75
MEETING TIME AND PLACE: 10:30 a.m.-12:00 noon and 1:00-3:30 p.m., E-122

5250 Music 307
A CULTURAL EXPERIENCE IN THE ARTS IN NEW YORK CITY
(See off-campus listing)

2714 Music 317
INTENSIVE PERFORMANCE
Staff

An opportunity for qualified students to study in a performance area on an intensive basis. Students will receive 3 half-hour lessons per week and will be expected to practice 6 hours per day. In addition each student will be expected to complete a term project related to the literature studied. Registrants will have the unusual opportunity to analyze their music, aptitude and self-discipline as it relates to the rigorous demands of a performance career. Open to music and non-music majors.
REQUIREMENT(S) FILLED: Interim
PREREQUISITE: Independent Study Card required with instructor's signature.
GRADING SYSTEM: H,P,No Credit

2808 Nursing 306
DOING TIME: PRISONS, PRISONERS AND PROGRAMS
M. Acuff

This Interim course is designed to provide the nursing student with an opportunity to observe and actually participate in programs designed to meet the physical and mental health care needs of individuals incarcerated in state and federal adult correctional institutions. Students will examine the criminal justice system, applicable sociological and psychological theory, common health care problems in prison settings, the prison health care delivery system, and the myth or reality of rehabilitation. Experiences include observation in the court system, touring state and federal prison facilities, observation of health care facilities and observation participation, and joint faculty-student-inmate leadership of selected group activities. Students will be expected to keep a detailed log of their experiences and write two papers on selected topics. This course is particularly appropriate for students interested in psychiatric-mental health nursing or community health nursing.
BIBLIOGRAPHY: Yochelson and Samenow, *The Criminal Personality;* Irwin, J., *The Felon;* Goffman, I., *Asylums;* Mitford, J., *Kind and Usual Punishment: The Prison Business.*
REQUIREMENT(S) FILLED: Interim
RESTRICTIONS: Enrollment in this course is limited to nursing students who have successfully completed the Level IV nursing courses or to RN students enrolled in the BSN program.
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,No Credit.
COST IN ADDITION TO TUITION: Transportation to and from clinical experiences. Car pooling can be arranged. Meals estimated at $.75 to $1.25 per day.
INSURANCE NEEDS: The Students' Sickness and Accident Plan or evidence of similar coverage
MAXIMUM ENROLLMENT: 6
MEETING TIME AND PLACE: 8:00-10:00 a.m., IN-122

2816 Nursing 309
CROSS CULTURAL PERSPECTIVES ON DEATH AND DYING
L. Hefty

While the exploration of the topic of death has lessened as a social taboo within the past several years in this country, the general focus has been on contemporary middle-class, Protestant, white American society. Religious and ethnic minority groups have been ignored to a great extent.

This course will examine the phenomena of death and dying practices from various cultural perspectives. General attitudes, customs, and current practices among American Indian, Asian, Gypsy and other ethnic minorities in this country will be explored, as well as those traditions and practices specific to several non-Protestant religious groups. There will be an opportunity for the student to examine theoretical considerations and to explore personal experiences in the belief that a reflection on death removes obscurity from the ultimate meaning of life.

Films, guest speakers, lectures and a weekly seminar will present death in cross-cultural perspective. Several field trips are planned. Each student will have the opportunity to select a specific culture for in-depth study. Evaluation will be based on class participation and on a paper relating to a culture of specific interest to the student. The course should be of particular interest to those involved in health and healing, whether of a physical, spiritual, social or emotional nature.

BIBLIOGRAPHY: Kubler-Ross, Elisabeth, *Death-The Final Stage of Growth,* and selected readings on reserve in the library.
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: Transportation to and from field trips (car pools can be arranged)
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: Entire class M,T,W,R, 10:00 a.m.-12:00 noon, IN-122; Two seminar groups F, 10:00 a.m.-12:00 noon and 1:00-3:00 p.m., IN-122

2824 Nursing 311
SURGICAL INTERVENTION
F. Gough

A patient-centered study of the nursing care required for patients undergoing surgical intervention. Clinical experiences include selected experiences in the operating room and recovery room of a local hospital. The student will be asked to submit designated papers. Objectives of the course are: 1. To develop knowledge of aseptic technic as it applies to the nursing care of the patient in the operating room. 2. To understand his/her role as a member of the surgical intervention health team. 3. To develop knowledge of the goals of surgical care and their achievement. 4. To apply aseptic technic in the nursing care of the operating room patient.

BIBLIOGRAPHY: LeMaitre, G. and Finnegan, J., *The Patient in Surgery;* Luckmann, J. and Sorenson, K. C., *Medical-Surgical Nursing.*
REQUIREMENT(S) FILLED: Interim
PREREQUISITES: Student must have completed Nursing Level IV.
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: Transportation, meals, text.
MAXIMUM ENROLLMENT: 9
MEETING TIME AND PLACE: The class will be divided into two lab groups. Lab A: First day 1:00-8:00 p.m, I-111D and subsequent weeks M,T, and rotating W 7:00 a.m.-3:30 p.m. Lab B: First day 1:00-8:00 p.m., I-111D and subsequent weeks rotating W,R,F 7:00 a.m.-3:30 p.m.

5274 Nursing 314
HAWAII II: A TRANSCULTURAL WORKSHOP
(See off-campus listing)

5270 Nursing 316
RADIOACTIVITY AND NUCLEAR MEDICINE
(See interdepartmental listing)

Philosophy

2914 Philosophy 301
EVIDENCE AND LOGICAL PROBABILITY: CRITICAL THINKING ABOUT THE J.F.K. ASSASSINATION
J. Nordby

Law enforcement investigators, Justice Department officials, a presidential commission and many others have attempted to answer the questions "Who killed President Kennedy?" and "Why was he killed?" Answering these questions involves first providing arguments based on available evidence since we cannot go back in time to Nov. 22, 1963. Secondly, it involves critically evaluating alternative answers and rejecting the incorrect ones. Finally, it involves attempting to discover new evidence through research in various sources. In this course the necessary rational tools will be presented and applied in an attempt to answer these questions.

A. The object of this course is to present clear notions of evidence and logical probability and apply them to explanations of the Kennedy assassination. Photographic evidence and eye witness testimony, as well as the backgrounds of Ruby, Oswald and other key figures in the assassination will be investigated. B. Written work will consist of a course paper applying the notions of evidence and logical probability to some aspect of the Kennedy assassination. C. Oral work will consist of actively participating in a group presentation of research--related to the term paper. D. The final grade for the course will be based on the course paper and the research presented in the group presentation.

BIBLIOGRAPHY: Garrison, J., *A Heritage of Stone;* Lane, M., *Rush to Judgment, Report of the Presidents' Commission on the Assassination of President John F. Kenedy; Schweiker Report: Senate Intelligence Committee.*

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H,P,No Credit

MAXIMUM ENROLLMENT: 35

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

2926 Philosophy 385
HEALTH CARE ETHICS II: CHOOSING DEATH
1 semester hour

P. Menzel

New medical technologies have caused us to ask more frequently when life should be preserved. Decisions of allowing ourselves to die when medical care is judged to be pointless not only appear in the newspapers but also personally touch the lives of almost all of us at some point or other.

This course will explore the kinds of value we place on life itself; the relation of the ethical requirement for the informed consent of the patient to an alleged right to die; the definition of death and criteria for determining when it occurs; the problematic notions of a 'natural death,' 'ordinary' and 'extra-ordinary' medical means, and active 'killing' and passive 'allowing to die'; the role of burdens on others in justifying these decisions; special cases of not treating deformed infants; and other particular cases.

This one-credit-hour minicourse is one of a series of 4 such courses comprising Philosophy 385 over the 1978-79 academic year. It may be taken in combination with the other three minicourses, or by itself. Students who have not had the previous 385 minicourse in the fall will be asked to read a short summary of some major principles discussed in that course. Audits and pass-fail options are welcome; auditors will be excused from the one short paper expected of other students.

The six 2-hour meetings will emphasize discussion and individual reasoning to conclusions about real-life cases.

BIBLIOGRAPHY: Beauchamp, T. and Walters, L., (eds.), *Bioethics,* selections; miscellaneous periodical articles.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: Jan. 3,8,10,17,24, 29, (M and W), 6:00-7:50 p.m., HA-200

2918 Philosophy 324
PHILOSOPHICAL ANALYSIS OF SOCIAL PROBLEMS
P. Menzel

This course will focus on 2 basic issues which confront us in choosing how society should be organized: paternalism (should we ever interfere with someone's chosen behavior for the sake of what we think is his/her own good?) and social justice (how should the basic goods of life be allocated among competing groups?) Some important general types of reasoning about these two basic issues will be explored, and a number of specific social problems will be examined: abortion rights, suicide, homosexuality, pornography, sex and race discrimination, affirmative action, welfare rights, and economic inequality.

Students will write two short papers and a take-home final exam and will be responsible for participation in class disscussions.

BIBLIOGRAPHY: Arthur, J. and Shaw, W., (eds.), *Social Justice;* Leiser, B., *Liberty, Justice, and Morals;* Mill, J. S., *On Liberty.*

REQUIREMENT(S) FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 32

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

PHYSICAL EDUCATION

ACTIVITY COURSES

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

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

3424 Physical Education 202
INTERMEDIATE & ADVANCED GOLF
Staff

REQUIREMENT(S) FILLED: General University Core Requirement
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: M,W,F, 1:00-3:00 p.m., OA-FH

Physical Education 204
BOWLING
3426 Section A
3428 Section B
Staff

REQUIREMENT(S) FILLED: General University Requirement
COST IN ADDITION TO TUITION: $17.50
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: Daily, University Center. Section A: 8:00-9:15 a.m., Section B: 9:30-10:45 a.m.

3434 Physical Education 208
SKIING
Staff

REQUIREMENT(S) FILLED: General University Requirement
COST IN ADDITION TO TUITION: $45.00 course fee plus lift fees. Students must provide own equipment.
MAXIMUM ENROLLMENT: 150
MEETING TIME AND PLACE: Lecture January 3,10,17,22, 7:00 p.m., HA-101, Six slope sessions-January 4,9,11,16,18,23, 12:30-10:00 p.m.

Physical Education

3436 Physical Education 210
SLIMNASTICS
C. Auping
REQUIREMENT(S) FILLED: General University Core Requirement
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 1:00-2;15 p.m., OA-Balcony

3444 Physical Education 225
CO-ED VOLLEYBALL
Staff
REQUIREMENT(S) FILLED: General University Requirement
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 7:30-8:45 a.m., OA

3446 Physical Education 237
SKIN AND SCUBA DIVING
Staff
REQUIREMENT(S) FILLED: General University Requirement
COST IN ADDITION TO TUITION: $30.00 fee-optional-for NASDS certifiation.
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: Lecture-Wednesday, 8:00-10:00 p.m., OA-104, Pool Sessions-Thursday, 8:00-10:30 p.m., Pool.

3448 Physical Education 245
SQUARE DANCING
H. Adams
REQUIREMENT(S) FILLED: General University Requirement
MAXIMUM ENROLLMENT: 48
MEETING TIME AND PLACE: 8:30-10:00 a.m., M—F, Memorial Gym.

3506 Physical Education 303
LEADERSHIP FOR OUTDOOR MINISTRIES
(See off-campus listing)

3514 Physical Education 308
SPORTS MOTIVATION
2 semester hours
F. Westering

Sports Motivation is a stimulating and interesting course specifically designed for today's athletic coach or anyone involved in athletics. Sports Motivation is based on many new developments in psychology and athletics. Many winning ideas and techniques are presented on motivating individuals and teams, assessing strengths and weaknesses of individual players and teams as well as methods of knowing and better understanding the attitudes and behavior of today's athlete. Sports Motivation is the key in 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 tapes that are on reserve in the library or on the 7 films that are shown in class. The students finally write a self-evaluation paper on their new insights, understandings and application of motivational styles and possible conflicts within these styles and how they can apply them to their lives.
BIBLIOGRAPHY: To be distributed.
REQUIREMENT(S) FILLED: Two hours towards Interim requirement. Two hours towards Physical Education Major.
GRADING SYSTEM: H,P,No Credit.
COST IN ADDITION TO TUITION: Small charge on handout material.
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 8:30-10:00 a.m., daily first 2 weeks, plus one week 7:00-10:00 p.m., in O-102

3518 Physical Education 309
ORIENTATION TO HOSPITAL REHABILITATION
B. Schulz

This course is designed to familiarize students with an active hospital environment which treats both psychiatrically and medically infirm patients. Emphasis will be placed on the efforts of the rehabilitation team including corrective, recreational, educational, industrial, physical, occupational, speech and hearing, and blind therapy. In addition to formal classroom presentations, students will be allowed to observe ongoing therapy in each rehabilitation setting. This class is designed for those students who feel they may have an interest in the rehabilitative health care field. Students will be required to compile a daily log of clinical observations. They will be evaluated on participation and a written critique at the end of the course. Students can become eligible to receive additional observational hours beyond the scope of this course if their interest so demands.
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: Must supply own transportation to the hospital
INSURANCE NEEDS: Students' Sickness and Accident Plan recommended
MAXIMUM ENROLLMENT: 8
MEETING TIME AND PLACE: Veterans Administration Hospital - 9:00 a.m.-12:00 noon

---

3526 Physical Education 310
MODERN DANCE TECHNIQUE AND CHOREOGRAPHY
M. McGill

This course is designed to bring new insights into dance choreography. It is an opportunity for students to explore a wide range of choreography experiences incorporating the use of multi-media forms in dance studies. It is an intense period in which dance philosophies will be shared and explored. There will be an informal presentation of student choreography at the end of the course. Students will be evaluated on class assignments, including compositional studies and a related creative art project.
REQUIREMENT(S) FILLED: Interim
COURSE LEVEL: Course is designed for those students interested in an intense dance experience.
GRADING SYSTEM: H,P,No Credit
INSURANCE NEEDS: Students' Sickness and Accident Plan is recommended.
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: Memorial Gym, 10:00 a.m.-12:00 noon, 1:00 p.m.-2:30 p.m.

3534 Health Education 311
FAMILY CENTERED CHILDBIRTH
P. Hoseth

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

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

Course expectations include: attendance, participation in class discussions and reading from textbooks. Additional course requirements will include the following projects: (1) research current articles within three different areas of study, (2) consumerism project, and (3) final research paper or a report of observations from visiting two childbirth education classes in the community.
BIBLIOGRAPHY: Bing, E., *Six Practical Lessons For An Easier Childbirth;* Ewy & Ewy, *Preparation for Childbirth;* Lamaze, F., *Painless Childbirth: The Lamaze Method.*
REQUIREMENT(S) FILLED: Interim
PREREQUISITES: Since the course is primarily designed for non-professionals in medical and related areas, upper division nursing students should contact the instructor prior to registering for the course.
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon, O-102.

Physical Education

3538 Physical Education 315
PROFESSIONAL RECREATION OPPORTUNITIES
G. Lundgaard

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

Seminars will be scheduled to supplement the field experiences with the instructor. Students will be expected to actively participate in the seminars as well as to develop a resource notebook of the various agencies and to evaluate each type of instruction as to specific interest to the students. In addition they will develop two short lectures on assigned topics and complete the regularly scheduled tests.

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

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

COST IN ADDITION TO TUITION: Either private or PLU vehicles will be used to provide transportation for the field trips. A $5.00 fee will be charged, and unused funds will be returned to the students.

INSURANCE NEEDS: Students' Sickness and Accident Plan is recommended

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00 p.m.-4:00 p.m., O-104. Class meeting times will need to be flexible depending upon the location and type of agencies visited. Most of the day (9-3) will be needed to complete the number of visitation opportunities.

3546 Physical Education 318
ATHLETES-ACTIVITY AND READING
S. Officer

What's your interest in athletics and physical education? Is winning bad? Is competition harmful? Are males better athletes than females? How do kids learn to like sports? What is motivation? How do you motivate an athlete?

Here is an opportunity to satisfy your curiosity about 2 or 3 specific subjects in the areas of physical education and athletics. The primary responsibility of each student will be to do an in-depth library research study on the topics of his/her choice. One study will be presented in seminar form, the other(s) will be presented as papers. Evaluation will be on both methods of presentation. The purpose of the course is to allow the student freedom, opportunity, and time to learn more about an area of special interest and share his/her learning with others.

BIBLIOGRAPHY: The student will establish his/her own reading list pertinent to his/her own topic.

REQUIREMENT(S) FILLED: Interim. It may also be counted as an elective toward the physical education major.

COURSE LEVEL: The course is designed for majors or advanced students. But, if interested, open to all.

GRADING SYSTEM: H,P,No Credit

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: T,R, 8:00 a.m.-12:00 noon, O-106

3604 Physical Education 319
ADVANCED ATHLETIC TRAINING
2 semester hours
G. Nicholson

In depth experiences in planning and equipping an athletic training facility, training techniques to prevent athletic injuries, analysis and emergency treatment of athletic injuries, and the significance of these procedures for health and promotion of optimal physical performance. Class will include visits to other training facilities. A research paper on a topic mutually agreeable to the instructor and the student will be required. Laboratory and lecture sessions are included.
REQUIREMENT(S) FILLED: Interim, coaching minor, physical education major
PREREQUISITES: Completion of PE 281-Injury Prevention and Therapeutic Care, or evidence of some background in sports medicine
COURSE LEVEL: Designed for students who have an interest in sports medicine as a career or an avocation
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: $5.00 laboratory fee
INSURANCE NEEDS: Students' Sickness and Accident Plan is recommended
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 12:30 p.m.-2:00 p.m., O-106

3616 Physical Education 497
CORRECTIVE THERAPY, DIRECTED STUDY, VETERANS ADMINISTRATION HOSPITAL, AMERICAN LAKE
D. Melena

This program includes lectures, laboratory experiences, and supervised clinical practices in corrective therapy at the Veterans Administration Hospital, American Lake, Tacoma, WA. This program is primarily for students who desire to major in physical education with a therapeutic emphasis.
MAXIMUM ENROLLMENT: 7
RESTRICTIONS: Approval of Director, School of Physical Education
MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon, Corrective Therapy Department, Veterans Administration Hospital, American Lake

3608 Physical Education 334
SCIENTIFIC BASIS FOR TRAINING
2 semester hours
G. Chase

Presents physiological and kinesiological applications to physical training. Topics include the development of muscular strength and endurance and the relationship of nutrition, environment, sex, age, and ergogenic aids to athletic performance.
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 10:30 a.m.-12:00 noon, M-F, OA-104

3708 Physics and Engineering 300
1979 SOLAR ECLIPSE
D. Haueisen

One of the most spectacular of all natural phenomena is a total solar eclipse, the passage of the moon between the earth and the sun completely blocking the sun's direct light. In February 1979 there will be an opportunity to witness this rare and impressive event in parts of the Northwest. Objectives of the course include gaining an appreciation of the eclipse phenomenon, discussing details of eclipse observation, and offering an opportunity to travel to an appropriate location to witness the eclipse.

With the background and preparation gained during Interim, students will be invited to join an expedition to a location within the path of totality on eclipse day (February 26). This location will be in the area of Richland, Washington, or another area which offers the best opportunity for favorable weather conditions. The trip to observe the eclipse will be optional in that it falls on a regular class day of the second semester.

Each student will be required to complete a project by the end of the Interim relating to some aspect of the eclipse. This may take the form of a paper with historical, mathematical or other orientation; a display for the Interim fair; a proposal for observing the eclipse involving, for example, details of photography; or any other reasonable approach, limited only by the creativity of the student. Evaluation will be on the basis of class participation and the project.
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit.
COST IN ADDITION TO TUITION: Cost of transportation and planetarium visits, if any, will be charged to those attending.
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 10:00 a.m.-12:00 noon, R-103

3716 Physics and Engineering 308
COMMUNICATING TECHNICAL IDEAS
R. Clark

Clear communication is desirable in all interaction among individuals and groups of individuals. Communication of technical ideas by scientists and engineers often presents special problems, because of the difficulty of the topics dealt with. As science and engineering play an increasingly important role in society, it is necessary that people understand what these disciplines do.

The purpose of this course is to teach the elements of effective oral communication to science and engineering students. Emphasis will be on communicating to each of two distinct groups, technically-oriented people and non-technically-oriented people. The first week of the course will involve textbook study of techniques of planning and making oral presentations, including preparation of visual aids. Outside speakers will be brought in. In the remainder of the course, students will research, prepare, and make their own presentations.

Each student will make at least two presentations. Short, one-half day lab experiments carried out individually by the students will serve as the basis for their presentations for the technically-oriented audience. These may be repeats of experiments done in earlier science or engineering courses. Emphasis will not be on the experimental work, but on preparing and making the oral presentation.

Presentations for the non-technically-oriented audience will be on library-researched topics of a common theme chosen by the group (e.g., materials problems in energy production). Each student will make a presentation on some topic within the theme. These presentations will be open to the campus community.

Evaluation will be based on the presentations.
REQUIREMENT(S) FILLED: Interim.
COURSE LEVEL: The course is designed for majors or advanced students (science and engineering majors).
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: There may be a small cost (up to $10) for materials for visual aids, depending on how elaborate the student wishes to make the visual aids.
MAXIMUM ENROLLMENT: 10
MEETING TIME AND PLACE: First 2 weeks-10:00 a.m.-12:00 noon, R-112, Last 2 weeks-1:00 a.m.-5:00 p.m., R-108

5270 Physics 316
RADIOACTIVITY AND NUCLEAR MEDICINE
(See interdepartmental listing)

3814 Political Science 301
POLITICAL HUMOR AND SATIRE
W. Spencer

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

This course will examine the variety of political humor by exploring many of the forms and purposes of its expression. While other sources of political humor will be touched, the emphasis will be on American humor, particularly its more contemporary forms. Students will read a generous sampling of such material for purposes of class discussion. In addition, students will be asked to develop a class project through either researching and analyzing a topic or creating an original work of political humor. Students will be evaluated on the basis of their project and their class contribution.
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 26
MEETING TIME AND PLACE: 9:00 a.m.-11:00 a.m., X-112

3818 Political Science 303
SUB—SAHARAN AFRICA
D. Farmer

Recently there has been heightened interest and concern with all aspects of Africa from its famous wildlife to the efforts of the Soviet Union with its Cuban allies to carve out a sphere of influence in the horn of Africa. More recently we have negotiation and diplomatic maneuver with the objective to bring majority African rule to Rhodesia and Southwest Africa. The purpose of this on-campus course will be to impart to the interested student, who need not have done any previous study of Africa, a better understanding of sub-Saharan Africa.

The rationale for the concept of sub-Saharan Africa should emerge for the student from the content and organization of the course. It is intended that the contemporary international problems of this part of Africa will come into clearer focus for the student as a consequence of this survey of physical geography, history, anthropology, religion, sociology, politics, and government of the region. There will be lectures, class discussion, assigned readings, suggested readings, individually tailored research reports, presentations by students, and a final examination.

BIBLIOGRAPHY: Bohannan and Curtin, *Africa and Africans;* Rubin and Weinstein, *Introduction to African Politics*
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m.-11:00 a.m., HA-219

3904 Psychology 309
PSYCHOLOGY AND THE LAW
H.A. Marra

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

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

BIBLIOGRAPHY: Brodsky, S. L., Ed., *Psyscologists in the Criminal Justice System;* Monahan, J., ed., *Community Mental Health In The Criminal Justice System*
REQUIREMENT(S) FILLED: Interim
RESTRICTIONS: Junior, Senior or Graduate standing
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 6:30 p.m.-9:30 p.m., TWR, HA-219

5274 Psychology 314
HAWAII II: A TRANSCULTURAL WORKSHOP
(See off-campus listing)

Religion

5262 Religion 307
LIVING IN GOD'S SILENCE: THE FILMS OF BERGMAN
(See interdepartmental listing)

4404 Religion 309
ENTERING THE PATH OF ENLIGHTENMENT: AN INTRODUCTION TO BUDDHISM
P. Ingram

The purpose of this course is to engage the student in a critical, rigorous dialogue with the Buddhist tradition. To implement this goal, the focus of this course will be primarily directed towards two concerns: (1) To acquaint the student with the variety of forms which Buddhist thought has assumed in its Indian, Chinese, and Japanese traditions. (2) To explore the possibilities and necessities of dialogue between Buddhist and Christian faith by asking such questions as what Buddhism can contribute to a Christian understanding of the world, what Christianity can contribute to the Buddhist vision of reality, and whether Buddhism and Christianity can jointly supply a vision of reality which is supportive of the quest for meaning in a "modern" world which just may not support *any* quest for meaning.

Consequently, as an "introduction," this course will presuppose a general lack of knowledge about Buddhism and some knowledge of Christian faith on the part of the student. For this reason, the lecture format will be the primary method by which the class will be taught, although in a way that will encourage questions and a good deal of class discussion.

Students will submit one take-home essay examination plus one research paper on a topic relating to the concerns of the course of the student's own choosing. Participation in class discussions and activities will also be a factor in evaluating performance.

BIBLIOGRAPHY: DeBary, W. T. (ed.), *The Buddhist Tradition in India, China, and Japan;* Mantics, M. L., *Entering the Path of Enlightenment;* Pardue, P. A., *Buddhism;* Tillich, P., *Christianity and the Encounter with the World Religions.*
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 8:00 a.m.-10:00 a.m., HA-202

5254 Religion 312
ON BECOMING HUMAN
(See off-campus listing)

4408 Religion 342
NEW TESTAMENT STUDIES: "GUIDELINES FOR FAITH, THE LETTER TO THE ROMANS"
C. Holte, Exchange Professor from St. Olaf College

Among significant influences upon the history of the Christian Church is Paul's epistle to the Romans. Augustine (354-430), who siginficantly shaped the theology of the Church, credits a portion of the thirteenth chapter as crucial to the dramatic completion of his conversion. Part of the first chapter impinged upon Martin Luther (1483-1546) as an important force to launch and shape the Reformation. Methodism in no small degree was the result of the influence of Luther's Preface to the *Commentary on Romans* upon John Wesley (1703-1791). The more realistic religious outlook of the twentieth century was in large measure shaped by Karl Barth's (1886-1968) *The Epistle to the Romans* with its critique of the too naive theology of the nineteenth century.

This course, "Guidelines for Faith: The Letter to the Romans," will be a study with particular concern for discovering how the Apostle Paul speaks to contemporary religious concerns and theological questions. All students will be required to study introductory and background materials concerning the letter and to confront the major themes discussed in the epistle. Each student will select a portion of the text for class study and write an exposition of the selection as a major assignment in the course.

BIBLIOGRAPHY: Barclay, W., *The Letter to the Romans;* Nygren, A., *Commentary on Romans*
REQUIREMENT(S) FILLED: General University Core Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m.-11:00 a.m., HA-223

4416 Religion 351
CHRISTIAN ETHICS
R. Stivers

An introduction to the personal and social ethical dimensions of Christian life and thought with attention to primary theological positions and specific problem areas.

Christian ethics is a rational activity. It is disciplined reflection on and evaluation of human motives, ends, means, consequences and character from the perspective of Christian faith. It operates in both social and personal dimensions of experience. Its objective is to provide as sound a foundation as possible for Christian decision and action. Its basis is the gospel of Jesus Christ.

Less formally, Christian ethics has to do with questions of right and wrong, of what is good, and of what kind of person one should be. This course will attempt to deal with these questions by looking at the moral life through the Christian perspective. It will begin at the center, the relationship to God called faith, and fan out to look at a problem-solving approach and to consider Christian character.

The objectives are to introduce students in a disciplined way to ethical questions to counterbalance as far as possible the neglect of value questions in our society, and to suggest models of Christian character and decision-making which students might adopt.

BIBLIOGRAPHY: Birch, B.C., and Rasmussen, L., *Bible and Ethics in the Christian Life;* Fletcher, Joseph, *Situation Ethics;* Jersild, P.T., and Johnson, D.A., *Moral Issues and Christian Response; Krieg, C.E., What to Believe*
REQUIREMENT(S) FILLED: General University Core Requirement
PREREQUISITES: One lower division course or consent of instructor
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: 10:00 a.m.-12:00 noon, HA-211

4506 Social Welfare 303
THE HUMAN SERVICES
R. Jobst

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

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

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

BIBLIOGRAPHY: Opportunity for selected reading material will be provided through the Rainier School library.
REQUIREMENT(S) FILLED: Interim
GRADING SYSTEM: H,P,No Credit
COST IN ADDITION TO TUITION: The individual students will be responsible for the cost of the round-trip transportation to and from Rainier School.
INSURANCE NEEDS: Students' Sickness and Accident Plan or evidence of similar coverage
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m.-3:00 p.m., Rainier School

4514 Anthropology 305

THE PUGET SOUND SALMON FISHING INDUSTRY

G. Walter

The Puget Sound salmon fishing industry, a multi-million dollar part of the economy of Western Washington, has of late been severely shaken by economic, political and legal controversy. This course will be a comprehensive examination of the salmon fishery and will provide students the broad-based understanding necessary for enlightened citizenship and possibly career planning. This anthropological approach to the subject will include the following topics: salmon biology; the history and development of the Puget Sound salmon industry; the contemporary makeup of the salmon industry; government regulations (State, Federal and International); the Indian fishing rights controversy and its legal implications, including an historic and contemporary examination of the Indian fishery. Several off-campus trips are planned, including a visit to Fisherman's Terminal, Seattle, to familiarize students with fishing gear, tours of a salmon processor and a salmon hatchery, and a day with Indian fishermen on the Nisqually River. Each student will research further into one segment of the course (for example, the economics of salmon canneries or the details of salmon artificial propagation) and share the results with the class. Evaluation will be based on this research presentation, and on classroom participation.

BIBLIOGRAPHY: (Partial) American Friends Service Committee, *Uncommon Controversy;* Browning, R. J., *Fisheries of the North Pacific;* Crutchfield, J. A. and G. Pontecorvo, *The Pacific Salmon Fisheries.*

REQUIREMENT(S) FILLED: Interim

GRADING SYSTEM: H,P,No Credit

COST IN ADDITION TO TUITION: $10.00 for transportation costs

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 2:00 p.m.-4:00 p.m., HA-200

4528 Sociology 406

SEX ROLES AND SOCIETY

K. O'Connor Blumhagen

The course is designed to study the roles of men and women in society. Treatment will be given both to traditional and non-traditional roles and the cultural variables which influence this assignment. Particular attention will be given to the current changing sex roles for both men and women and how institutions such as the family, church, and education are involved in these changes. The course will explore the emerging range of sex role options and develop skills to assess the impact of these roles on society and the individual.

On and off-campus activities will be combined in the work and activities of the course. Students will be expected to complete a project of research or community involvement. Evaluation will be based on this final project and on discussion contributions during class sessions.

REQUIREMENT(S) FILLED: General University Core Requirement

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

MAXIMUM ENROLLMENT: 30

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

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

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

1. The Director of Personnel, Room G-28 Harstad Hall, Pacific Lutheran University, telephone 531-6900 extension 397, for matters relating to employment policies and practices, promotions, fringe benefits, training, and grievance procedures for personnel employed by the university.
2. The Executive Assistant to the Provost, Room A-100 Administration Building, Pacific Lutheran University, telephone 531-6900 extension 433, for matters relating to student admissions, curriculum, and financial aid.
3. The Director of Minority Affairs, Room A-113 Administration Building, Pacific Lutheran University, telephone 531-6900 extension 443, for matters regarding administrative policies relating to students, student services, and the student grievance procedure.
4. Or the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

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

The Registrar, Room A-102 Administration Bldg., Pacific Lutheran University, telephone 531-6900 extension 213.

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

Design— PAUL PORTER
Director of Publications
Type Composition— DENICE HEINDSELMAN
Photography— MARK MORRIS
Printing— CONE-HEIDEN
Seattle, Washington

PACIFIC LUTHERAN UNIVERSITY

Tacoma, Washington 98447