

PACIFIC LUTHERAN UNIVERSITY

INTERIM  
1975

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DISCOVERY

#### INTERIM COMMITTEE MEMBERS

Dr. Paul Menzel, Chairman,  
Assistant Professor of Philosophy  
Dr. Stuart Bancroft  
Assistant Professor  
of Business Administration  
Mr. Robert Fisk  
Assistant Professor of Mathematics  
Ms. Ann Tremaine  
Assistant Professor of Music  
Mr. Gordon Augustine, Student  
History and Education  
Ms. Cindy McTee, Student  
Music Composition and Theory

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.

**Address Inquiries About Interim To:**

Ms. Sue Clarke, Interim Coordinator  
 Registrar's Office  
 Pacific Lutheran University  
 Tacoma, Washington 98447

**DISCOVERY**

"What do we do next?"  
 said Pooh.

"We are all going on an Expedition," said Christopher Robin, as he got up and brushed himself.

"Going on an Expedition?" said Pooh eagerly. "I don't think I've ever been on one of those. Where are we going to on this Expedition?"

"Expedition, silly old Bear. It's got an 'x' in it."

"Oh!" said Pooh. "I know."  
 But he didn't really.

"We're going to discover the North Pole."

"Oh!" said Pooh again.  
 "What is the North Pole?"  
 he asked.

"It's just a thing you discover," said Christopher Robin carelessly, not being quite sure himself.

"Oh! I see," said Pooh.  
 "Are bears any good at discovering it?"

"Of course they are. And Rabbit and Kanga and all of you."

**INTERIM COURSES AND REQUIREMENTS**

**INTERIM REQUIREMENT:** The completion of two Interim courses (8 semester hours) numbered 300-320 is required for graduation at PLU. Of these two, one must be taken outside the major field of study. (Junior and senior transfer students must complete only one Interim course which may be taken in the student's major field.)

**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. These courses 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. Usually they will not fulfill requirements of a major. However, the decision to count a 300-320 interim course toward a major and thus to include it in the college's ten course limit will be made by each department chairman, dean or director concerned.

**ELECTIVES:** The third and fourth interim courses taken may count as electives toward the 32 course total required for graduation.

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

**GRADING**

Successful completion of a course unique to the Interim (courses numbered 300-320) will be indicated by grades of either H (honors: to be given for truly exceptional work) or P (passing: equivalent to A to D). A student who fails to receive an H or P will not have his interim registration recorded. **LETTER GRADES WILL NOT BE GIVEN FOR A COURSE NUMBERED 300-320.**

Courses meeting the core requirement and other courses *not* numbered 300-320 shall be graded in the manner of regular courses.

**REGISTRATION**

Oct. 28-30	Seniors only
Oct. 31-Nov. 15	All students
Nov. 11-15	Change of registration
Jan. 6-8	Registration and changes

Class schedule will be confirmed at the time of registration.

Some interim courses have notations requesting a prospective student to contact the instructor prior to registering; this is done so that a student will not enter a course with misconceptions concerning its emphasis or performance requirements. You will not be denied registration on this basis.

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

Secure off-campus information forms from directors of individual study tours any time after September 9. Complete registration as noted above. In addition, ten 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 2.

#### **EXPENSES**

##### **Regular fees:**

Tuition -- \$66.50 per semester hour.	
4 semester hours . . . . .	\$266.00
Audit . . . . .	\$50.00
Board . . . . .	\$75.00

Students required by their academic coursework to be off campus for more than a week at a time will receive consideration for meals missed.

Room -- charged only to students who do not reside on campus during fall semester . . .	\$50.00
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Change of registration fee . . .	\$5.00
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##### **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.

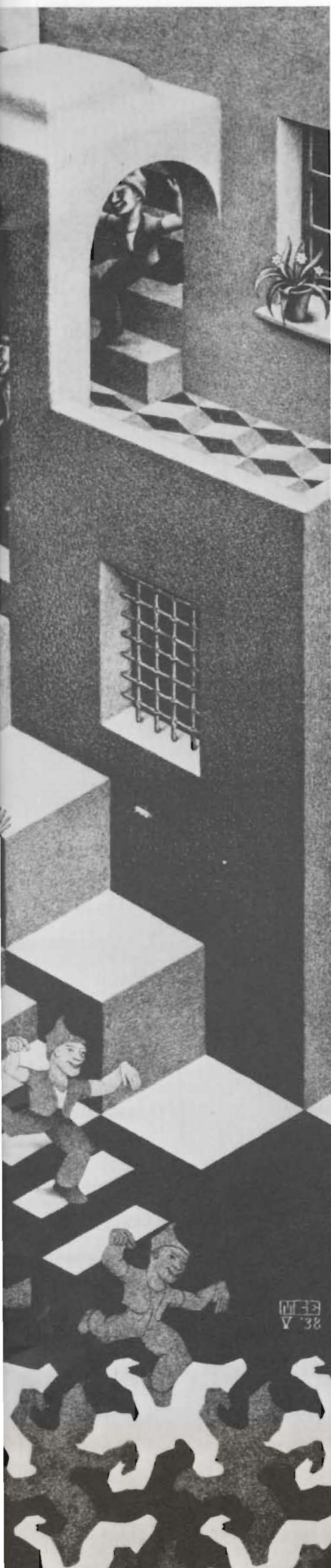
##### **Tuition refund rates:**

100% refund	January 6-8
No refund	After January 8

During the 100% refund period, a \$5.00 fee will be charged for any change that fails to increase the credit hour load.

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





## INSURANCE

The university makes available a choice of two voluntary insurance plans for all students, whether full or part-time. Both plans cover serious illness or injury requiring treatment or surgery anywhere in the world. The first plan gives maximum coverage for a minimum premium. The second high-option plan represents one of the finest college health insurance plans available at a highly competitive premium level. Either plan 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 one of these plans or provide evidence to the University of similar coverage through another source:

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

## GUIDELINES FOR INTERIM EXCHANGE OPPORTUNITIES

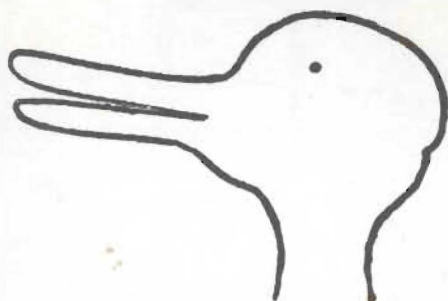
The exchange program offers students the opportunity to study during January in many other parts of the country. Students interested in such programs will find catalogs available in the Office of the Interim Coordinator (within the Registrar's Office). Requests for application to participate in an exchange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

The Exchange Program is open to sophomores, juniors, and seniors with a cumulative grade point average of 2.00 or better, 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 HOSTING INSTITUTION GRANTS.** If a full course (4 semester hours) is needed to complete a degree program, the student should be certain the course carries 4 semester hours credit or equivalent.

The Interim tuition fee will be charged all PLU students participating in an exchange (\$266.00). Board and room fees will be paid at the host institution according to its fee schedule.

## The Duck-Rabbit



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

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

Augustana College, Sioux Falls, S. D.  
 Austin College, Sherman, Texas  
 California Lutheran College, Thou.Oaks, Ca.  
 Calvin College, Grand Rapids, Mich.  
 Capital University, Columbus, Ohio  
 Fort Wright College, Spokane, Wash.  
 Gustavus Adolphus College, St. Peter, Mn.  
 Hamline University, St. Paul, Mn.  
 Hastings College, Hastings, Nebraska  
 Illinois Wesleyan Univ., Bloomington, Ill.  
 Luther College, Decorah, Iowa  
 Macalester College, St. Paul, Mn.  
 St. Olaf College, Northfield, Mn.  
 Salem College, Winston-Salem, N.C.  
 Sheldon Jackson College, Sitka, Alaska  
 Texas Lutheran College, Sequin, Texas  
 Thiel College, Greenville, Pennsylvania  
 University of Redlands, Redlands, Ca.  
 Whitworth College, Spokane, Wash.

### TRAVEL OPTIONS 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.

### ACTIVITIES AND EVENTS DURING INTERIM

For the past two Interims students and faculty alike have shared their time, skills, and knowledge with each other in a program we initially called educational enrichment. There was instruction and interest sharing in such varied areas as the following: Swahili, sailing, the Moog synthesizer, cross country skiing, back massage, Christian growth and evangelism, job search techniques, and bread baking. In addition there were lectures, concerts, plays, dance workshops, and films. Most of the events were well attended and enthusiastically received.

An effort is being made to expand these kinds of happenings for January 1975. If you would like to contribute your time and talents or would like to make a special request for the scheduling of an event, please contact the Interim Coordinator (in the Registrar's Office).

In addition, 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.

A special calendar of events for the month of January will be published in early December.

### NUMBERING

The numbers 300-320 designate all courses unique to the Interim.

All interim courses with regular catalog numbers will be treated as regular courses with reference to university requirements and grading practices.

### COURSE LOAD

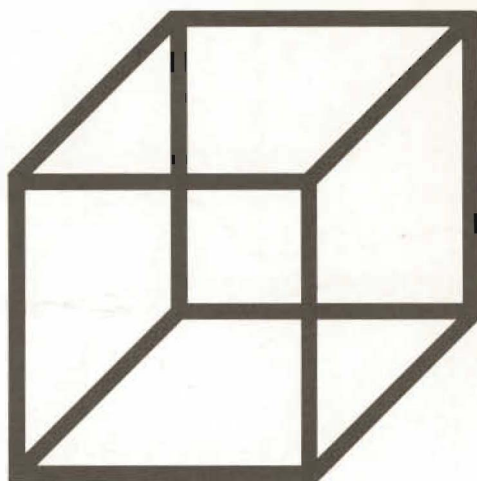
A student has the option of registering for a course or filing a plan of action (see below). The maximum course load is 1¼ courses. To allow for freedom in the scheduling of interim courses, a student must have the approval from the instructor of his primary course before he can complete an additional quarter course during the interim. To date, quarter courses have been offered in foreign languages, music and physical education.

### PLAN OF ACTION

A student will be permitted to "be on campus" without registering for a course, provided his general program of activity is approved by his adviser and submitted to the Office of the Registrar. Such a program will not receive credit nor be counted toward the graduation requirements or appear on a student's transcript. *Plans must be submitted no later than December 1.* Applications are available in the Registrar's Office.

### INDEPENDENT STUDY/RESEARCH

Most of the departments/ schools of Pacific Lutheran University are prepared to implement individual study/research projects. Normally such projects are the result of the synthesis of a special interest of an instructor and a special interest of a student; therefore, these projects are not listed in this catalog. Students interested in these opportunities must contact the instructor of choice to determine availability of a project.



*Independent study courses to meet the interim requirement must be submitted on a special form (available in the Registrar's Office) by November 7 for consideration and approval by the Interim Committee. These independent studies will be designated by the number 320. Independent studies which do not meet the interim requirement will assume the number the individual department or school has designated for such purposes.*

This is the Necker Cube, described by crystallographer, L. A. Necker, in 1832.

**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 have followed for course proposals will be in effect.

Deadline dates for submission of proposals for the following January:

- Off-campus proposals February 1
- On-campus proposals March 1

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

**CREDIT**

Each course is equal to 4 semester hours unless otherwise stated.

**LISTING OF COURSES**

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

**TIMES LISTED 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.**

This is an example of visual 'reversal,' by the Danish psychologist, Edgar Rubin.



**BUILDING SYMBOLS**

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

## OFF-CAMPUS STUDIES

### 0606 BUSINESS

#### ADMINISTRATION 307 MANAGEMENT OF THE MULTI-NATIONAL SOVIET SYSTEM

GUNDAR J. KING

A study of the progress and problems of the Soviet Society.

Preliminary study on campus (November 2, 9, 16, 23, and December 7 and 14) provides the background on Soviet institutions and problems. These studies include reviews of the multi-national nature of the Soviet system, the population structure and trends, the command economy on the national and regional levels, the roles of the Communist Party, and the social and cultural changes in this society.

These critical introductions are followed by a study tour (December 26—January 14) of three major cities: Moscow, the administrative center of the Soviet system; Riga, the Latvian capital and a transmitter of ideas and innovations from the West; Leningrad, a cultural center and the old imperial capital. The tour, taken jointly with Muhlenberg College faculty and students, is intended to give a multi-faceted exposure of Soviet society. It includes lectures, field visits, discussions, and small group informal contacts with students and faculty of Soviet universities, party and government officials, artists, writers, managers, and church leaders.

After the conclusion of the tour, students will review a topic of their choice, and will submit an evaluative terminal report comparing theses from selected literature with their own field observations.

**BIBLIOGRAPHY:** Gundar J. King, *Economic Policies in Occupied Latvia*; Robert J. Osborn, *The Evolution of Soviet Politics*; Morris Bornstein and Daniel R. Fusfeld, *The Soviet Economy: A Book of Readings*; Arvids Ziedonis, et al., *Problems of Mininations: Baltic Perspectives*; and selected articles.

**REQUIREMENT(S) FILLED:** Interim, third elective course in Business Administration

**COST IN ADDITION TO TUITION:** About \$1,000, includes room, board, and transportation.

**INSURANCE NEEDS:** None. The tour cost includes comprehensive health care.

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** A-221, Saturdays, 9-noon for lectures and discussions plus optional sessions on campus

### 1404 ECONOMICS 309 NORWAY'S EXPERIENCE WITH DEMOCRATIC SOCIALISM

MARLEN MILLER

An on-site study of the Norwegian economic system and Norway's contemporary economic problems. Special topics will include: Norway and the European Economic Market, i.e., should they have made the decision they did; Norway's social welfare programs; the educational system and financing arrangements; the impact of Norway's women's movement upon the labor market; North Sea oil and the fisheries industry and the manner in which Norway's political and economic systems struggle with unemployment and inflation. The course will



be centered at Oslo where outstanding speakers, both at the University and in government and industry, have committed themselves to cooperate with us. There will be a 4-day and night field experience in economic geography at Voss, Norway's finest ski area. Students will keep a journal while away from campus December 30 through January 22. An interest meeting will be held in the evening of September 25 and study sessions involving background reading will be held on campus November 13 and 20 and December 4.

**REQUIREMENT(S) FILLED:** Interim and upper division economics elective

**COST IN ADDITION TO TUITION:** \$750, includes travel, housing, breakfast, and dinner

**INSURANCE:** Required, see INSURANCE section

**MAXIMUM ENROLLMENT:** 35

**MEETING TIME AND PLACE:** Fall meetings to be arranged

### 2408 HISTORY 311 THE VOYAGES OF CAPTAIN COOK ARTHUR MARTINSON and JAMES HALSETH

Nothing in the annals of world exploration surpasses, in personal achievement and historical consequences, the famous voyages of Captain James Cook in the 18th Century. From the South Pacific to Alaska, Cook discovered, affixed geographical names, and interrupted the isolation of native cultures.

The purpose of the course is to examine first-hand the efforts of the agencies and institutions of informal education (museums, historical societies, natural and local preservation groups) to preserve the historical and cultural memory of the 18th Century Age of Exploration in the Pacific.

Traditional documentary sources related to those areas of inquiry will be examined on campus. But non-documentary sources which commemorate as well as interpret the historical significance of the explorations can only be examined in the Pacific region. It is there that historic preservation in its total cultural context will be observed and assessed.

On campus for the first two weeks, students will find a variety of dimensions to Cook's adventures and rediscover Cook's historical significance. Off campus for the last two weeks (January 20-30) students will venture into the Pacific to test their preparations with on-the-spot observations at the Bishop Museum in Honolulu, the Lahaina restoration of Maui, and on the Kona Coast of Hawaii where Captain Cook was killed during his 3rd voyage. Each student will log and evaluate his own discoveries in a personal journal.

**BIBLIOGRAPHY:** To be arranged and announced.

**REQUIREMENT(S) FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** None. However, the instructors wish to interview each prospective student.

**COST IN ADDITION TO TUITION:** \$450, includes roundtrip air fare, full lodging, tips and transfers, special motor-coach service, some meals, and especially-arranged lectures.

**INSURANCE:** Required. See INSURANCE section

**MAXIMUM ENROLLMENT:** 30

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



**3606 POLITICAL SCIENCE 313  
CENTRAL AFRICA: LAND,  
PEOPLE AND POLITICS  
DONALD R. FARMER**

The main activity of this course will be a twenty-day study tour of Central Africa conducted by a political scientist who has previously visited the area and is familiar with the politics and government of the region.

Group meetings and orientation will begin as soon as the participants can be identified. Lectures, discussion and readings will be designed to acquaint students in general with the geography, peoples and economies of Central Africa and in specific with government and politics in Botswana, Rhodesia, Zambia, Malawi and Portuguese Africa.

Prior to departure on the tour each student will be asked to select some one general aspect of the political system and one other topics only tangentially related to politics or government.

Two brief written reports summarizing the student's conclusions in his two areas of interest will be due on the last day of the interim.

Distance travel will be by air but considerable local travel will be done on the ground. Accommodations will be inexpensive wherever possible and in all cases will be multiracial.

In order to study political attitudes and practices, interviews and discussions will be arranged with government and other political leaders representing a diversity of viewpoints. Educators and students will also be sought out for an exchange of opinions.

Adequate opportunity will be provided for participants to see major tourist attractions, and to observe the animals and scenery for which Central Africa is justly famous.

Free time will be budgeted for shopping and other individual interests.

**BIBLIOGRAPHY:** Potholm, Christian P., and Richard Dale, *Southern Africa in Perspective*.

**REQUIREMENTS FILLED:** Social Science elective, 1 course of political science major, or Interim

**RESTRICTIONS OR PREREQUISITES:** Knowledge of conversational Portuguese would be useful, but not necessary

**MAXIMUM COST IN ADDITION TO TUITION:** \$1950, based on air fares as of August 1, 1974. If air fares increase, the total cost will be adjusted upward.

**INSURANCE:** Required, see INSURANCE section

**MAXIMUM ENROLLMENT:** 20

**3808 RELIGION 315  
THE CHRISTIAN QUEST FOR  
PEACE (ALC Joint  
Interim in Minneapolis)  
JOHN E. SCHRAMM**

Does the Christian have a vocation of peacemaking? Throughout Christian history, the church has engaged in a quest for peace. There have been sharp differences, however, in understanding the concept of peace and in the methods of attaining it. Participants in this course will examine this history and also explore current opportunities to join in peacemaking.

The course, taught in Minneapolis, will follow a lecture discussion format with assigned readings. Students will keep a journal

with critical book reviews, notes, and observations. Topics will include: the concept of peace and nonviolence, history of the various attitudes in the church toward peace and war, the possibility of just revolution, and peace as a lifestyle.

During the interim, each student will choose one major area of involvement. Students are free to develop this involvement so as to explore an area of their own personal interest. Choices could include: working with a local peace/action group, leading small group discussions in a parish, or intensive research in a particular subject.

**BIBLIOGRAPHY:** John Howard Yoder, *The Politics of Jesus*; John Howard Yoder, *Nevertheless*; Jacques Ellul, *Violence*; Roland Bainton, *Christian Attitudes Toward War and Peace*; Ralph Potter, *War and Moral Discourse*; and Robert McAfee Brown, *Religion and Violence*

**REQUIREMENT(S) FILLED:** Interim

**COST IN ADDITION TO TUITION:** Approximately \$100.00 plus transportation.

**INSURANCE:** Required, see INSURANCE section

**JOINT ALC INTERIM IN  
MINNEAPOLIS, ST. PAUL,  
OMAHA or WILDERNESS  
CANOE BASE SITE**

PLU Student Coordinator, Judy Michalk

In addition to the above course, The Christian Quest for Peace, several other courses will be offered by participating schools in the ALC Joint Interim (see below). In order to participate in these courses follow the guidelines for interim exchange opportunities under the general information section. Course descriptions are available from the PLU Student Coordinator or the Interim Coordinator.

**Minneapolis Site:**

**WORLD ORDER AND RELIGION,** Religion, Augsburg College

**THE CHRISTIAN QUEST FOR PEACE,** Religion, Pacific Lutheran University (see description above)

**ICONOGRAPHY AND ICON PAINTING;** Art, Augsburg College

**St. Paul Site:**

**CHURCH AND CHANGE IN CAPITOL CITY,** Social Studies, Augsburg College (tentative)

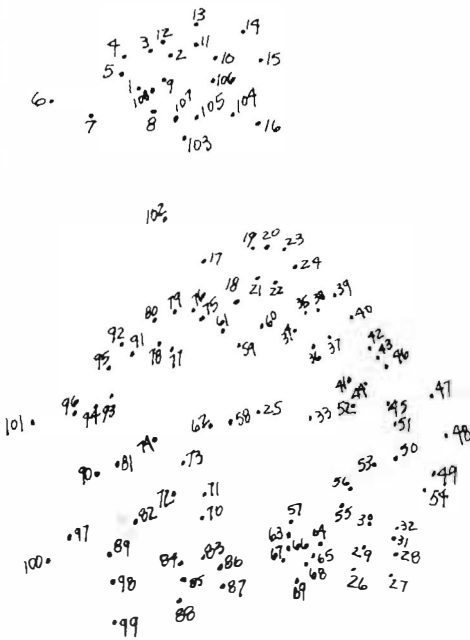
**Omaha Site:**

**SURVIVING THE FUTURE:  
STRATEGIES FOR INDIVIDUALS AND  
SOCIETIES,** Humanities, Dana College

**IMAGES OF THE FUTURE AMONG  
URBAN AND RURAL PEOPLES',** Communications, Dana College

**A FUTURE FOR THE AMERICAN  
COUNTRYSIDE,** Sociology, Augustana  
College

**CAMPING AND RELIGIOUS  
RESOURCES, A PROGRAM TO TEACH  
THE ARTS OF CAMP COUNSELING IN A  
WILDERNESS SETTING,** Interdisciplinary,  
Luther College



## INTER-DEPARTMENTAL STUDIES

9552 BIOLOGY/  
EARTH SCIENCES 310  
ZOOS AND THEIR INHABITANTS  
CLARA CARPER

We will study purposes of zoos now and in the future. Students will find out and observe first hand what specific zoos in the Northwest area see as their purposes and roles. Educational and research programs will be investigated, and plans for the future will be studied. While at such zoos as Stanley Park in Vancouver, B.C.; Portland; Point Defiance in Tacoma; Woodland Park in Seattle; and Northwest Trek near Eatonville, the students will have tours and classes from, and opportunities to talk with the directors or representatives, docents and keepers. The students will work in groups or as individuals in gathering information about zoos in the United States such as the Milwaukee County Zoo, the San Diego Zoo, and the Bronx Zoo. Using the information gathered on zoos and study of representative animals from various classes and orders, the students will design a zoo. Some field trips may be overnight.

**BIBLIOGRAPHY:** Miscellaneous articles  
**REQUIREMENT(S) FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** Car pools will be used, students may not be in a physical education class as field trips involve whole days.

**COST IN ADDITION TO TUITION:** Transportation will be student owned cars (passengers share costs to reimburse their driver) and public transportation. In addition, some admission fees to zoos and some food costs will be required.

**INSURANCE:** Required. See INSURANCE section

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 9:00-12:00 noon, A-217

9560 BIOLOGY AND  
PHILOSOPHY 314  
BIOLOGY AND ETHICS  
PAUL MENZEL,  
RANDOLPH BOHANNON

The advancing biological sciences and attendant technological possibilities have created new and puzzling ethical problems. We wish to explore a number of these problems both in scientific detail and with some philosophical rigor. Genetic engineering, physiological manipulation of the brain, and experimentation on the human ovum and fetus provide the most readily accessible topics of study. Other areas can be explored as time and materials permit.

The ethical questions abound. Does brain surgery on aggressive epileptics ever violate the dignity of the subject? Do mandatory screening for genetic defects and possible consequent restrictions on reproduction violate any moral or legal rights of individuals? What are proper moral guidelines for counseling prospective parents about abortion of a genetically defective fetus? What moral limits surround the use of the

aborted fetus as research material? Who has parental ownership of an ovum fertilized outside the womb? Before we attempt to develop moral arguments in the newer cases, we will frequently examine some typical moral and legal arguments about more ordinary obligations and rights of individuals in relation to the society.

Readings will be extensive and varied: Scientific and medical journals, popular magazines, legal cases, writings in philosophical ethics, etc. Students should contribute a paper or research project to the class and write a take-home exam at the end of the course.

**BIBLIOGRAPHY:** Bruce Hilton, *Ethical Issues in Human Genetics*; Jonas Robitscher (Ed.), *Eugenic Sterilization*; and Josef Warkeny, *Congenital Malformations*

**REQUIREMENT(S) FILLED:** Interim

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 10:00-12:00 noon, A-202

9550 CHEMISTRY/  
RELIGION 306  
ON BECOMING HUMAN  
BURTON L. NESSET  
JOHN PETERSEN

An experiential program of study to investigate man as a biochemical and religious being. Various aspects of man's biochemical and religious nature will be considered through discussion, readings, and field trips. Each participant will have opportunity to explore his personal study of communication and how this relates to others in the group and man's communicative needs in general. Styles of leadership and patterns of group interaction/participation will be studied to prepare students for the development of a micro-community. This micro-community will live together for approximately 9 days aboard the "Christian", a 56-foot boat, exploring the Queen Charlotte Islands and the San Juan Island group, making stops in Victoria, B.C. and Friday Harbor.

Tentative schedule: January 6-21: On campus daily (full day)—activities in study of self, group growth and development, and community division making processes. January 22-31: Aboard the S.S. Christian for cruise through the urban and industrial Puget Sound area, then to Victoria, Queen Charlotte Islands and the San Juans to explore the interaction of marine, land-based and human eco-systems. This will be followed by a stop at Friday Harbor to study different life-styles and varying forms of community living.

**BIBLIOGRAPHY:** Commoner, *The Closing Circle*; Frankl, *Man's Search for Meaning*; Fromm, *The Art of Loving*; Golding, *Lord of the Flies*; Heschel, *Who is Man?*; Houriet, *Getting Back Together*; Lefevre, *Understandings of Man*; Polanyi, *The Study of Man*; Skinner, *Walden Two*; and Williams, *Biochemical Individuality*

**MAXIMUM ENROLLMENT:** 25

**INSURANCE:** Required, see INSURANCE section

**COST IN ADDITION TO TUITION:** About \$100 (plus \$18 for food if non-boarding student at PLU).

**REQUIREMENT(S) FILLED:** Interim

**MEETING TIME AND PLACE:** All day, A-207

9554 EDUCATION/  
POLITICAL SCIENCE 312  
THE POLITICS OF EDUCATION  
JEREMY STRINGER

This course will consist of an analysis of basic concepts and theories of political science and their relationship to educational policy. The course will be pertinent to both social science and education majors. Topics to be covered include: types of power, identifying power structures, influence and influencing, ethics and politics, policy formulation in education, and the politics of change. Equal attention will be devoted to the politics of elementary and secondary schools and the politics of higher education. In addition to lectures and class discussions, class members will participate in a simulation game, "The Politics of Higher Education." Using a technique for identifying power structures, class members will analyze an educational power structure and its relationship to educational policy.

**BIBLIOGRAPHY:** Iannaccone, Laurence and Lutz, Frank W., *Politics, Power and Policy: The Governing of Local School Districts*; Katz, Daniel (Ed.), *Public Opinion and Propaganda*; Kirst, Michael W., *The Politics of Education*; and McCarty, Donald J. and Ramsey, Charles E., *The School Managers*

**REQUIREMENT(S) FILLED:** Interim. Also, this course may be used to meet education elective required for certification.

**MAXIMUM ENROLLMENT:** 20

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

9562 EDUCATION/  
PSYCHOLOGY 319  
INVOLVEMENT IN A  
THERAPEUTIC COMMUNITY  
JOHN LARSGAARD, GARY MINETTI

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

The implementation involves students working in small groups in a variety of units at Western State Hospital. The student works directly with patients, attends staff conferences, participates in therapy sessions under the direction of a mental health professional, consults with staff at Western State Hospital and consults with the PLU faculty. Collateral reading is required. In addition, each student keeps a "log" of his experiences and reflections upon the same.

**PARTIAL BIBLIOGRAPHY:** Clifford Beers, *A Mind that Found Itself*; Leonard Berkowitz, *The Development of Motives and Values in the Child*; Viktor Frankl, *Man's Search for Meaning*; William Glasser, *Reality Therapy*; Vernon Grant, *This is Mental Illness*; Hannah Green, *I Never Promised You a Rose Garden*; Eric Hodgins, *Report on the Accident Inside My Skull*; Ken Kesey, *One Flew Over the Cuckoo's Nest*; Fritz Perls, *Gestalt Therapy Verbatim*; and Alan Stone, *The Abnormal Personality Through Literature*

**REQUIREMENT(S) FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** Junior, Senior, or Graduate standing.

**COST IN ADDITION TO TUITION:** Class meets every day at Western State Hospital



during Interim, except for the first class day. Students will have to provide transportation. Car pools are suggested.

**MAXIMUM ENROLLMENT:** 40

**MEETING TIME AND PLACE:** Initial meeting January 6, 8:00-10:00 a.m., A-200

9564 ENGLISH AND  
RELIGION 490  
(FOR CORE REQUIREMENT)  
SENIOR SEMINAR: LITERATURE  
AND THEOLOGY  
EMMET. E. EKLUND,  
PAUL REIGSTAD

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

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

**REQUIREMENT(S) FILLED:** One core requirement in religion

**RESTRICTIONS OR PREREQUISITES:** Open to juniors and seniors only

**MAXIMUM ENROLLMENT:** 20

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



## DEPARTMENTAL STUDIES

### 0404 ART 303 THE PRINTED IMAGE DENNIS COX

A study in both theory and practice of fine art printing technique and media. Some historical reference and description of each of the four traditional print making processes is involved. Major emphasis will be placed, for the first time however, on the more unconventional or at least traditionally unacceptable print making methods—such as monoprints (one of a kind), junk printing and combination prints. In all, students are expected to complete 3 finished prints.

Anyone curious about traditional, contemporary or inventive print making—the process of creating multiples or one of a kind prints—is encouraged to participate. No previous experience is expected or necessary.

**REQUIREMENT(S) FILLED:** Interim

**COST IN ADDITION TO TUITION:** \$15.00 Materials fee

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 10:00-12:00 noon, IN-124

### 0406 ART 308 COLOR FIELDS AND HARD EDGES WALT TOMSIC

This special workshop in painting is an exploration of the techniques and concepts active in contemporary abstract paintings. By deliberately excluding realistic images and limiting the media to acrylics, the course will deal with painting as a quasi-scientific and primarily intellectual activity rather than an emotionally motivated "expressive" act. By focusing on abstraction, the ability to draw in a traditional or "renaissance" fashion is not required and non-art majors are encouraged to participate. The primary concerns of the course will be color and form, their properties and interactions. By thus removing all references to "allegorical" subject matter the student will be compelled to treat the "visuality" of the work as the only criteria of judgment.

Technically, the course will cover equipment and methods employed in hard-edge, liquid stain and airbrush painting as well as the construction of large scale and shaped canvases. In addition, a series of slide lectures covering the history of geometric abstraction will be included.

**REQUIREMENT(S) FILLED:** Interim and Art Department Major Requirement

**COST IN ADDITION TO TUITION:**

There is no text but the cost of materials will run between \$25 and \$50. Students will be expected to acquire the necessary supplies, if not cheerfully, at least dutifully.

**MAXIMUM ENROLLMENT:** 18

**MEETING TIME AND PLACE:** Demonstration and critique 9:00-12:00 noon; open studio afternoons and evenings, IN-138

### 0408 ART 313 0416 ART 380 (FOR CORE OR MAJOR REQUIREMENT) IMAGERY AND SYMBOLISM ERNST SCHWIDDER, assisted by GORDON LATHROP

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 or superstition. From the origin of civilization, art has served such purposes—from the Venus of Willendorf, the Great Sphinx to the contemporary peace symbol (the latter relates to an ancient hieroglyphic). Also included will be an introduction to "kitsch" or the false image.

The course will follow a lecture-discussion format, with demonstrations, particularly in the study of symbols of ritual and movement. Emphasis will be on group participation. Weekly reports on the topics presented and one appropriate project or research paper will be required.

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

**REQUIREMENT(S) FILLED:** Core, major, or Interim requirement.

**COST IN ADDITION TO TUITION:** Transportation costs for field trips

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** Lecture 10:00-12:00 noon, IN-116; afternoon sessions and day long field trips as scheduled.

### 0414 ART 317 0418 ART 285 (FOR CORE REQUIREMENT) THE GOLDEN DOOR: AMERICAN ART, 1865-1914 LARS KITTLESON

*"Keep, ancient lands, your storied pomp!"  
cries she  
With silent lips. "Give me your tired, your  
poor,  
Your huddled masses yearning to breathe  
free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest tossed  
to me,  
I lift my lamp beside the golden door!"*  
(Emma Lazarus, *The New Colossus*  
(from an inscription on the base of  
the Statue of Liberty))

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

To find the terms read backwards, forwards, up, down and diagonally. Words will be in a straight line and no letters are skipped. Loop them or cross them out. Solution is on the inside of the back cover.

COMMONSENSEBATA  
 OONIH CAMARXRTR  
 NAPSS TISANIUGA  
 DGAELERTRASNLN  
 IASBRELEPEKTOLS  
 LLCBONWLEGEHPC  
 LIAOVIIESLNAHE  
 ALLHPELCSLTKEN  
 CELUATLTUEILND  
 ROIMRZOSMSAUOE  
 ORMEASCPSLSYMN  
 CHOTCCKEAUITET  
 ETOAEHENRRSVNA  
 TURKLEICESMSOL  
 HREASONNEENGELS  
 CTENULERIATLOV  
 IMITSEI DEOLOGY  
 FEILEBERKEIEYR

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

Our search will be carried on through the use of slide lectures, films, individual research, and optional trips to available galleries and museums. Our findings, thoughts, and problems can be discussed at regular afternoon meetings around a comfortable fire.

**BIBLIOGRAPHY:** Brooks, H. Allen, *The Prairie School*; Bush-Brown, Albert, *Louis Sullivan*; Condit, C. W., *The Chicago School of Architecture*; Craven, Wayne, *Sculpture in America*; Eaton, Leonard, *American Architecture Comes of Age*; Hitchcock, Henry-Russell, *The Architecture of H. H. Richardson and His Times*; Mendelowitz, Daniel, *A History of American Art*; Mumford, Lewis, *The Brown Decades*; Novak, Barbara, *American Painting in the Nineteenth Century*

**REQUIREMENT(S) FILLED:** Interim or core requirement

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 10:00-12:00 noon, IN-122

### 0504 BIOLOGY 307 BIOLOGY OF VERTEBRATE REPRODUCTION

MARY FORSTER and JERRY LERUM

The purpose of the course is to give students an appreciation of the intricacies and yet similarities of reproductive biology among vertebrates by considering the physiological, hormonal, neurological, behavioral, nutritional and control mechanisms utilized by the vertebrates. Specific topics to be covered include sexual determination and differentiation, processes of specialization of eggs and sperm, artificial manipulation of development including development in "test tubes", pregnancy losses and birth defects, role of hormones in the sexual cycles and pregnancy, consideration of when a fetus is alive, environmental effects of reproduction, behavioral patterns, immunological influences, the effects of aging, and the artificial control of reproduction with consideration of methods for increasing farm animal reproduction, limiting reproductive potential of animals and the effects of long-term inhibition of reproductive processes on the individual and society.

The course will be organized into lectures and discussions concerning assigned readings in textbooks and selected papers. Students will be expected to do library research on a topic of particular interest to them in the area of reproduction and to present their finding orally to the class. A field trip will be taken to the Oregon State Primate Center where extensive research on primate reproduction is in progress.

**BIBLIOGRAPHY:** Sadler, Richard, *The Reproduction of Vertebrates*; Austin, C. R. and Short, R. V., (Ed.), *Reproduction in Mammals*

**REQUIREMENT(S) FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Biology 153 or two college biology courses

**COST IN ADDITION TO TUITION:** Transportation and fees to Oregon Primate Center, \$10.00/student

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 10:00-12:00 noon, R-209

### 9550 BIOLOGY 310 ZOOS AND THEIR INHABITANTS (See Interdepartmental listings)

### 9552 BIOLOGY 314 BIOLOGY AND ETHICS (See Interdepartmental listings)

### 0604 BUSINESS ADMINISTRATION 305 MANAGERS AT WORK VERNON L. STINTZI

The purpose of this course is: (1) to analyze the differing methods of managers at work from first-line supervisors to presidents or top administrators in both business and government, and (2) to determine the impact the profit motives 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 styles or approaches: formalistic, competitive, collegial, situational, management by objective, etc.

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

At the first class meeting a three-hour briefing by the instructor will initiate students to some of the practicing philosophies of management, as well as the reasoning behind their use. Guest speakers from representative organizations will be scheduled from 9:00-12:00 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.

**BIBLIOGRAPHY:** Johnson, Richard Towner, *Management Styles of Three U. S. Presidents*; Tannenbaum and Schmidt, *How to Choose a Leadership Pattern*; Mockler, *Situational Theory of Management*; Levinson, *Management by Whose Objectives?*; Albrook, *Participative Management: Time for a Second Look*; Morse and Torsch, *Beyond Theory Y*; Saxberg and Sutermeister, *Today's Imperative, Humanizing the Organization*

**REQUIREMENT(S) FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** All majors are welcome

**COST IN ADDITION TO TUITION:** Transportation for approximately two field trips to Seattle, four trips to Tacoma and two trips to Olympia.

**MAXIMUM ENROLLMENT:** 25

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

### 0606 BUSINESS ADMINISTRATION 307 MANAGEMENT OF THE MULTI- NATIONAL SOVIET SYSTEM (See Off-campus listing)

AQUINAS  
 BELIEF  
 BRUNO  
 COMMON SENSE  
 COMTE  
 CONDILLAC  
 COPERNICUS  
 CROCE  
 ENGELS  
 ERASMUS  
 EXISTENTIALISM  
 FICHTE  
 GALILEO  
 HAKLUYT  
 HEGEL  
 HOBBS  
 HUME  
 IDEOLOGY  
 KANT  
 KEPLER

LOCKE  
 MACH  
 MARX  
 MILL  
 MOORE  
 NIETZSCHE  
 PARACELSUS  
 PASCAL  
 PHENOMENOLOGY  
 REASON  
 RUSSELL  
 SARTRE  
 SPENCER  
 TRANSCENDENTAL  
 TRUTH  
 VOLTAIRE  
 WILL  
 Mystery Word: B \_ \_ \_ \_ \_  
 Clue: college town in California

**0628 BUSINESS**

ADMINISTRATION 443  
 INFORMATION PROCESSING  
 CHARLES PETERSON

Introduction to information and data processing systems and related use of information processing equipment: duplicating, copying and audio visual processes, mechanical calculating equipment, electronic data processing equipment, and dictating and transcribing equipment. Designed for business education majors and students with an interest in office functions.

**COURSE OBJECTIVES:** Having studied the techniques of various media to process information, a student will be able to demonstrate a marketable skill in the following areas: (1) To organize and implement communication through use of brochures, newsletters, visuals, slide tape shows, etc.; (2) To initiate appropriate communication activities in program planning and operation of school districts or business and industry; (3) To effectively utilize all existing information services within a school district or an industry; (4) to understand the technology of word processing and its applications; and (5) to perform simple calculations on electronic machines.

**COST IN ADDITION TO TUITION:** Car pool for field trips

**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 1:00-4:00 p.m., L-106

**0704 CHEMISTRY 303**

ALCHEMY AND ASTROLOGY  
 ROBERT C. OLSEN

Alchemy and astrology were the antecedents of the sciences of chemistry and astronomy and had their peculiar philosophies intertwined with mythology and legend. This course then can lend itself to early history of science and offshoots into pseudo science and interesting early developments in medicine, astronomy, mechanics, etc.

The course will start with lectures by the instructor. Items of interest such as men, schools of thought, movements, inventions will be assigned for student reporting. Reports will be given orally in a circular setting, each reporter to provide for the class a sheet of notes, source of information, etc. Each report will take 15-20 minutes. Depending on the size of class, each student will be expected to make 3 or 4 reports, a minimum of 5 hours expected to prepare a report. Report titles will be posted and the class expected to join in some discussion. A professional astrologer will be a guest lecturer to explain some of the mathematics used in the preparation of a horoscope.

**BIBLIOGRAPHY:** Present library holdings

**REQUIREMENT(S) FILLED:** Interim  
**COST IN ADDITION TO TUITION:**  
 \$15.00 optional trip to planetarium by train  
**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 1:00-3:00 p.m., A-210

**9554 CHEMISTRY 306**

ON BECOMING HUMAN  
 (See Interdepartmental listing)

**0706 CHEMISTRY 350**

(FOR CORE REQUIREMENT)  
 INSTRUMENTATION FOR THE  
 LIFE SCIENCES

LAWRENCE LAYMAN

This course is designed to allow medical technology, environmental, biology, and earth science majors to increase their working knowledge in the use and treatment of data from instruments. The approach will be to examine instruments to determine: (1) how they work; (2) why they work; (3) what are their limitations; and (4) what are their useful applications.

Some of the instruments covered will be atomic absorption, gas chromatography, ultraviolet, infrared spectrometry and flame photometry with some degree of flexibility depending on the student's background and occupational interests.

This course will provide a student with an excellent opportunity to acquire a fundamental knowledge of instrumental techniques and basic electricity in an exciting and useful laboratory. Included will be an opportunity to analyze data collected to determine how accurate the work is and how accuracy is affected by instrumental changes. Implementation will be primarily through laboratory experimentation with background material given through lecture. Sufficient time will be allowed for the student to develop an appreciation for the instruments. Field trips will be made to local medical and industrial and analytical instrumental laboratories.

**REQUIREMENT(S) FILLED:** Core requirement

**RESTRICTIONS OR PREREQUISITES:**  
 Chemistry 116 and Biology 154

**MAXIMUM ENROLLMENT:** 14  
**MEETING TIME AND PLACE:** Lecture - 10:00-12:00 a.m., R-307; Laboratory - 1:00-5:00 p.m., R-203

**0804 COMMUNICATION ARTS 310**

RHETORIC OF SEXUAL LIBERATION  
 VIRGINIA EMAN

For over a century women have cried, fought, and died for equality and an end to sexual injustice. Debates have raged across the nation as to just how much members of the "fairer sex" are discriminated against. Today, the question is still unresolved.

**RHETORIC OF SEXUAL LIBERATION** is designed to examine the most commonly used mode of expression of the Women's Liberation Movement - oral discourse. After reviewing the historical and traditional development of the woman's role in society and her move for equality, particular speeches will be examined in greater detail. Such historical women liberationists as Abigail Adams, Elizabeth Cady Stanton, Susan B. Anthony, Elizabeth Blackwell, Lucy Stone, and Florence Kennedy will be examined; as well as contemporary liberationists, i.e., Betty Friedan, Gloria Steinam, Barbara Seaman, etc.

The course will consist of guest lectures, films, discussions, examinations of written speeches and live performances, and all other means necessary for the comprehension of meaningful knowledge.

This course does *not* proceed from the assumption that women need to be liberated! Instead, it begins with an open mind and proceeds to examine all types of "rhetoric" of the "liberation of the sexes."

## Improvement in Life-preservers

"... My invention relates to life-preservers, and consists of a circular hollow cylinder . . . of sufficient length to extend around the neck . . . It is obvious that a device thus constructed . . . will keep the head of the wearer above the water, and thus saved from drowning . . ."

From the records of the U.S. Patent Office

*Life Preserver.*

No. 100,906. Patented Mar. 15, 1870.

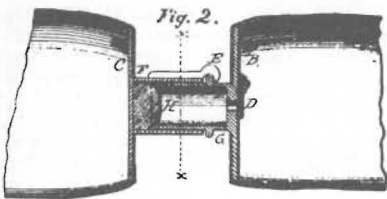


Fig. 1.



**BIBLIOGRAPHY:** Leslie B. Tanner, (Ed.), *Voices from Women's Liberation*; Bosmajian and Bosmagian, *This Great Argument: The Rights of Women*; Betty Friedan, *The Feminine Mystique*

**REQUIREMENT(S) FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** This course is *not* restricted to females and encourages enrollment by members of both sexes. It is *not* discriminatory!

**MAXIMUM ENROLLMENT:** 40  
**MEETING TIME AND PLACE:** 12:00-2:00 p.m., A-204

### 0806 COMMUNICATION ARTS 316 HISTORY OF THE AMERICAN FILM WILLIAM BECVAR

*HISTORY OF THE AMERICAN FILM* concentrates on the development and growth of the motion picture in the United States from 1895 to the present. Emphasis is placed on the film director, whose implementation of film technique and theory serves as the formative artistic force in the cinema. The personal cinematic style of the director will also be developed by examining his utilization of cinematography, editing, script, pictorial composition and sound. Societal influences such as economic factors, public attitudes and mores, and political positions reflected in the United States throughout the past 75 years which provided the film media with shape and thematic focus will also receive attention. The general breakdown of material to be covered is as follows:

*Week I:* Study of the silent film, commencing with its earliest form to its emergence as a popular art form in the period between 1910-1928. The work of Thomas Edison, Edwin Porter, D. W. Griffith, Charles Chaplin and Buster Keaton will serve as focal points for this period.

*Week II:* Study of the advent of the sound film which revolutionized the motion picture industry and led to more elaborate entertainment vehicles and more realistic screen fare between 1928-1939. The popularity of the musical film, the emergence of the comedy genre known as "screwball comedy," and the growing social awareness displayed in the films of such noted directors as John Ford, Frank Capra, and Mervyn LeRoy will be dealt with at length.

*Week III:* Study of the cinema as propaganda during World War II and the emerging of artistic experimental forms. Directors representing this period will include Orson Welles, Alfred Hitchcock and William Wyler. Attention will also be given to the animation film and the more symbolic overtones underlying films between 1940-1949.

*Week IV:* The study of thematic integration within the popular film format leading to more mature and complex cinematic endeavors from 1950 to the present. Emphasis will be placed on the individual cinematic form espoused by such directors as Elia Kazan, George Stevens, Sam Peckinpah, Stanley Kubrick, Arthur Penn and Andy Warhol.

The class will consist of lectures, utilizing slides and the viewing of films pertinent to the information being presented. Open class discussion will follow the viewing of films. Three video tapes dealing with directors Alfred Hitchcock, Vincent Minnelli and George Cukor will also be viewed. Films viewed will include: 1) *Birth of a Nation* (Griffith); 2) *Golden Age of Comedy*



(compilation); 3) *Stagecoach* (Ford); 4) *Mr. Deeds Goes to Town* (Capra); 5) *Spellbound* (Hitchcock); 6) *Citizen Kane* (Welles); 7) *A Star is Born* (Cukor); and 8) *Giant* (Stevens).

The purpose of the course is to instill within the student both an appreciation and understanding of the cinema as an art form. Through exposure, the student will more fully comprehend the part cinema has played in influencing and reflecting the particular attitudes and viewpoints of twentieth century man.

**BIBLIOGRAPHY:** Arthur Knight, *The Liveliest Art*

**REQUIREMENT(S) FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** Attendance is mandatory

**MAXIMUM ENROLLMENT:** 100

**MEETING TIME AND PLACE:** 9:30 a.m.

- 12:30 p.m., A-101

9550 EARTH SCIENCES 310  
ZOO AND THEIR INHABITANTS  
(See Interdepartmental listing)

0904 EARTH SCIENCES 326  
(In collaboration with the  
Department of Geology, University  
of Puget Sound)

OPTICAL MINERALOGY  
BRIAN LOWES

Optical mineralogy introduces students to the optical properties of crystals, and in teaching diagnostic techniques, for the petrographic microscope, lays a foundation for petrographic studies of rocks in thin section. Petrography—the description of rocks, in turn is the essential, practical basis of petrology (the understanding of rocks) and involves recognition of the usual coexistence of some minerals, mutual exclusion of others as well as their 'textural' inter-relationships.

Optical mineralogy is a necessary companion to our present course in Petrology (E.S. 324); however, owing to exigencies of time and facilities only now is it possible to offer it for the first time, during Interim 1975, at U. P. S. In so doing, it is hoped to broaden the programs of both the schools involved as a first step toward a mutually beneficial program of cooperation whereby students from both schools can enjoy a wider variety of courses in this field.

Topics will include: optical properties of crystals, optical instruments, techniques of microscopic analysis, identification of rock-forming minerals and first steps in the petrographic study of rocks in their section. Students will be expected to achieve competency of theoretical understanding as well as proficiency in applying techniques. A certain amount of library research will be required.

**BIBLIOGRAPHY:** Wahlstrom, *Optical Crystallography*, (or similar text)

**REQUIREMENT(S) FILLED:** Upper division course in Geology—for B. S. (Geology) or B. A. (Earth Sciences)

**RESTRICTIONS OR PREREQUISITES:** Introduction to Physical Geology (ES 131 or equivalent)

**COST IN ADDITION TO TUITION:** Transportation across town to U.P.S. several times a week will be arranged in concert with students)

**MAXIMUM ENROLLMENT:** 15

**MEETING TIME AND PLACE:** Thompson Hall (Science), U.P.S.

Device for Shaping the Upper Lip  
". . . This invention relates to devices for reshaping the upper lip of a person . . . to conform to what is known as the "Cupid's bow," where by it is unnecessary to resort to a surgical operation to produce this effect . . ."

From the records of the U.S. Patent Office

June 10, 1924.

1,497,342

Fig. 1



Fig. 2

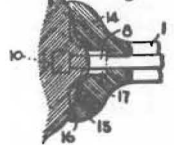


Fig. 3

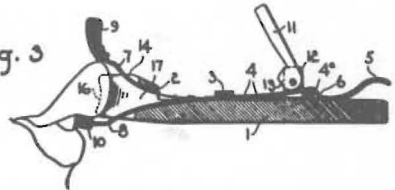


Fig. 4

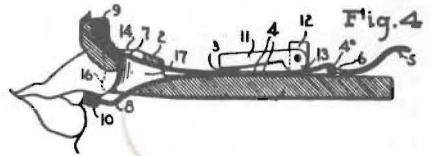
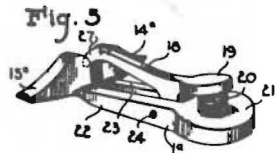


Fig. 5





**1404 ECONOMICS 309  
NORWAY'S EXPERIENCE WITH  
DEMOCRATIC SOCIALISM**  
(See Off-campus listing)

**1406 ECONOMICS 315  
NATIONAL, REGIONAL, AND LOCAL  
ECONOMIC PLANNING**  
DAVID VINJE

The course will examine economic planning to gain insight into strengths and weaknesses of alternative planning strategies and structures. The initial phase of interim will be spent on national and regional planning using textbook and library materials. At the national level, the question to be explored will be whether the U.S.'s somewhat erratic economic performance might be altered by adopting an alternative approach to planning, such as the French structure of planning. At the regional level, the U.S.'s attempts at regional planning, as tried in Appalachia and on selected Indian reservations, will be examined; i.e., has it expanded economic opportunities, or merely been a method of subsidizing highway builders, consultants and local governments?

The second phase of interim will be devoted to local planning with student projects directed at planning in the Puget Sound area. An emphasis will be placed on trying to analyze questions that have been raised as to the objectives and effectiveness of various local planning agencies. Attention will also be given to the methodological approaches used by these agencies in carrying out studies in such areas as population planning, employment and/or environmental impact planning, urban planning (as applied to specific components—housing, transportation, parks, etc.), comprehensive health planning, economic forecasting, land use planning, etc.

**REQUIREMENT(S) FILLED:** Interim  
**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:**  
10:00-12:00 a.m., X-203

**1504 SCHOOL OF EDUCATION 308  
COMMUNITY STORYTELLING**  
ALICE NAPJUS

Study and practice in the art of story telling with views both to self-enrichment and to service. Study of types and sources of stories, in choice and in preparation for telling and practice on campus will precede two weeks of story telling off campus in selected libraries, schools, hospitals. Transportation will be necessary during these last two weeks.

**BIBLIOGRAPHY:** Ruth Tooze, *Storytelling*. Other sources: Burdette Fitzgerald, *World Tales for Storytelling*; Constantine Georgiou, *Children and Literature*; McConnel, *Russian and East Europe Literature*; Macfarlan, *American Indian Tales*; Ruth Sawyer, *The Way of the Storyteller*; Marie Shedlock, *The Art of the Storyteller*; and various anthologies of stories. In addition, the instructor will have mimeographed sheets of African and Caribbean Tales and Children's Poems for Telling, which may or may not be in PLU library.

**REQUIREMENT(S) FILLED:** Interim  
This course may serve as part of the Professional Subject Minor for elementary education majors, and in some cases it may serve to enhance a major or minor for

secondary education students. However, it is intended primarily as a self-fulfillment and community service course.

**RESTRICTIONS OR PREREQUISITES:** None, although CA 123 and English 323 would be helpful.

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:**  
9:00-12:00 a.m., A-204

**1506 EDUCATION 311  
PUPPETRY FOR THE ELEMENTARY  
SCHOOL CHILD**  
MARJORIE MATHERS

Puppetry is a medium which has been taken from drama and the theater and adapted to the classroom. Through puppetry, children have found a useful means to release emotions. It has also been effective in encouraging facility with language. As an art medium, it provides an opportunity for the child to express himself creatively.

Through this course, opportunity will be provided to explore the values of puppetry as it relates to the elementary school child. Participants will have the opportunity to construct a variety of puppets and produce a puppet play for a group of children in the community.

**PARTIAL BIBLIOGRAPHY:** Peter D. Arnott, *Plays Without People*; Henry Bursill, *Hand Shadows*; George Creegan, *Sir George's Book of Hand Puppetry*; Louis H. Curry and Chester M. Wetzel, *Teaching with Puppets*; Vernon Howard, *Puppet and Pantomime Plays*; Larry Kettelkamp, *Shadows*; Galene J. Myers, *Puppets Can Teach Too*; Dorothy Richter, *Fell's Guide to Hand Puppets: How to Make and Use Them*.

**REQUIREMENT(S) FILLED:** Interim or elective

**COST IN ADDITION TO TUITION:** Each person will be expected to furnish his own materials.

**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:**  
9:00-11:00 a.m., A-117

**9562 EDUCATION 312  
THE POLITICS OF EDUCATION**  
(See Interdepartmental listing)

**1514 EDUCATION 315  
REALITY THERAPY IN THE  
CLASSROOM**  
JANE WILLIAMSON

The main purpose of this course is to provide an opportunity for students to increase their skills in total class room discussion utilizing Reality Therapy concepts.

*Reality Therapy in the Classroom* is based upon Dr. William Glasser's approach of open ended classroom discussions. The 25 students will be matched with 25 elementary teachers in local school districts. The first week of the interim the students will meet 9:00-3:00 p.m., for a workshop in classroom discussion techniques. The 25 teachers will attend an evening orientation for four days. After the first week, students will be in the classroom daily to do classroom discussions. Students will meet on campus twice a week for additional instruction. Students may be asked to do other activity in the classroom or to do classroom discussions in rooms other than the one they are assigned to.

**BIBLIOGRAPHY:** William Glasser, *Schools Without Failure*; Howard Kirshenbaum, Rodney Napier, and Sidney Simon, *Wad-Ja-Get? The Grading Game in American Education*; William Glasser, *Reality Therapy*; William Glasser, *Mental Health or Mental Illness*; William Glasser, *The Identity Society*

**REQUIREMENT(S) FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Junior or senior standing with interest in working in the public schools.

**COST IN ADDITION TO TUITION:** All the books are in the library, but it is recommended that students buy at least two of the recommended books.

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 9:00 a.m.-1:00 p.m., A-215

9560 EDUCATION 319  
**INVOLVEMENT IN A THERAPEUTIC COMMUNITY**

(See Interdepartmental listing)

1534 EDUCATIONAL  
**PSYCHOLOGY 490**  
**PSYCHOLOGY OF THE HANDICAPPED CHILD**  
**JOSEPHINE FLETCHER**

Study of the psychological state of the physically handicapped child. There will be opportunity for students to observe effective methods used in coping with problems. Students will participate in an intensive study of a special area of choice. Students will be required to give evidence of productivity in the area of choice and to take part in some class discussions of various problems. Communicative skills will be focal. Three days per week will be spent in the school of agency with class discussion on other days. Individual needs and desires will be taken into consideration in planning the field experience.

**RESTRICTIONS OR PREREQUISITES:** Basic course in Education, Psychology, Sociology, or Nursing

**COST IN ADDITION TO TUITION:** Transportation to school is possible through Tacoma Transit system.

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** First Monday, and Tuesday and Thursday of each week 10:00-12:00 a.m., A-211; in agencies 8:30-12:00 a.m., Monday, Wednesday, and Fridays.

1604 EDUCATION 497A  
**INDEPENDENT STUDY**  
**ARNE PEDERSON**  
(4 semester hours)

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.

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, 1974, and before registration is completed. Independent study card is required.

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

**REQUIREMENT(S) FILLED:** Some students may be meeting certification requirements for K-12 certificates in music and/or physical education.

**RESTRICTIONS OR PREREQUISITES:** Education 201

1606 EDUCATION 497B  
**INDEPENDENT STUDY**  
**FRANKLIN OLSON**  
(4 semester hours)

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.

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, 1974, and before registration is completed. Independent study card is required.

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

**REQUIREMENT(S) FILLED:** Some students may be meeting certification requirements for K-12 certificates in music and/or physical education.

**RESTRICTIONS OR PREREQUISITES:** Education 201

1608 EDUCATION 497C  
**INDEPENDENT STUDY**  
**GERALDINE JOHNSON**  
(4 semester hours)

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

Placements in schools are the responsibility of the School of Education and require a completed application form and a proposal for the study prepared by the student. Application and proposals forms are available from the instructor. These must be completed and signed by the instructor before December 1, 1974, and before registration is completed. Independent study card is required.

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

**REQUIREMENT(S) FILLED:** Some students may be meeting certification requirements for K-12 certificates in music and/or physical education.

**RESTRICTIONS OR PREREQUISITES:** Education 201

1614 EDUCATION 497D  
**INDEPENDENT STUDY**  
**FRANKLIN OLSON**  
(1 to 4 semester hours)

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 must be completed by the student and approved by the instructor before registration

sometimes i  
standing abo  
pool quest  
sky is his nee

joy  
joy  
joy  
joy  
joy  
joy  
joy  
joy

is completed. An independent study card is required.

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

**REQUIREMENT(S) FILLED:** Some students may be meeting certification requirements for K-12 certificates in music and/or physical education.

**RESTRICTIONS OR PREREQUISITES:** Education 201

1638 EDUCATION 583 (4 hours)

1644 EDUCATION 583 (2 hours)

**READINGS IN EDUCATIONAL ISSUES AND PROBLEMS**

**PHILIP BEAL, JANE WILLIAMSON**

A course designed to provide opportunities for graduate students in Counseling and Guidance to read, explore, and hopefully implement in a practicum setting the current techniques in working with people.

**COST IN ADDITION TO TUITION:** For transportation to the school

**MAXIMUM ENROLLMENT:** 20

**INITIAL MEETING TIME AND PLACE:**

Higher education emphasis: Initial meeting January 6, 4:00 p.m. in L-106, and each Thursday following at 4:00 p.m. in L-106. Elementary and secondary emphasis: Each Monday, beginning January 6, at 4:00 p.m. in A-117.

1704 ENGLISH 303

**A SIMPLER LIFE: STUDIES IN THOREAU AND WENDELL BERRY**  
**PAUL BENTON**

On the eve of America's industrialization, Thoreau spoke out prophetically against war, slavery, and their common source: the exploitation of nature and man for material profit. But he believed we could free ourselves from those tyrannies if—and only if—we had the courage to reorder our personal demands on that complex, living system we call the world. The individual who could discard artificial desires and rediscover the simple richness of walking and looking would have already begun the only revolution worth having.

From his hand-shaped house beside a broad Kentucky river, Wendell Berry is exploring the continuing significance of Thoreau's vision. In his compelling essays he too finds the common source of war and corruption and mindless destructiveness in our alienation from the land, in our deafness to the quiet "music that attends the things of the earth."

I would like to spend a month with some thoughtful students, reading Thoreau and Berry, and working out the value of their perceptions to our lives as residents of Parkland and as citizens of a world with a clouded future. The whole class (20) will meet five or six times for introductory lectures. Smaller groups (10) will meet two mornings a week for discussion. On the other days you'll have time for winter hikes and work projects, come snow or shine. Everyone will help lead at least two discussions and will keep a daily journal, including notes on required and collateral reading.

**BIBLIOGRAPHY:** Thoreau, *Walden, A Week on the Concord and Merrimack Rivers*; Berry, *The Long-Legged House, A Continuous Harmony*; Hans Huth, *Nature and the American*

feel like a child  
 over a reflecting  
 mirroring which  
 quality.

**REQUIREMENT(S) FILLED:** Interim  
**COST IN ADDITION TO TUITION:**  
 Perhaps \$10.00 for trips to the mountain and  
 ocean.

**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:**  
 9:00-12:00 a.m., A-213

1706 ENGLISH 305  
**MAN, MYTH AND MACHINE**  
 RICHARD SEEGER, THEODORE  
 HOUK

Science fiction is a literature peculiar to  
 and representative of twentieth century  
 western society. It is a popular literature of  
 ideas primarily concerned with social and  
 ethical criticism. Many serious science fiction  
 writers and fans regard science fiction as the  
 only currently operative genre capable of  
 approaching the mind-breaking problems of  
 life in a society dominated by change.

Introduced and moderated by two nearly  
 fanatical science fiction fans (a physicist and a  
 medievalist), this class will operate by  
 more-or-less open discussion of major novels,  
 short-stories and audio-visual materials. The  
 aims are to define science fiction, evaluate its  
 literary, intellectual and scientific content,  
 analyze its various styles, and gauge its  
 appropriateness to modern life.

Students will be expected to read six or  
 eight books chosen for their importance,  
 intelligence, and literary and entertainment  
 value. Two in-class essays and participation in  
 discussion will be required. Interested  
 students should plan on attending the interest  
 meeting. There may be a small additional  
 charge to cover cost of attending one or more  
 films.

**BIBLIOGRAPHY:** E. E. 'Doc' Smith,  
*Skylark of Space*; Walter Miller, *A Canticle  
 for Leibowitz*; Robert Heinlein, *Starship  
 Trooper*; Samuel R. Delany, *Babel-17*; Ursula  
 K. LeGuin, *Left Hand of Darkness*; Kurt  
 Vonnegut, Jr., *From Time to Timbuktu*; Dick  
 Allen, *Science Fiction: The Future*

**REQUIREMENT(S) FILLED:** Interim  
**COST IN ADDITION TO TUITION:** A  
 possible cost of not more than \$5.00 to cover  
 viewing of one or more science fiction films.

**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 1:00-3:00  
 p.m., IN-122

1708 ENGLISH 307  
**TALES OF TRAVEL**  
 DAN VAN TASSEL

From Homer's *Odyssey* to Steinbeck's  
*Travels With Charley*, for time out of mind,  
 people have whetted their wanderlust on tales  
 of travel. Man is surely a restless and curious  
 soul. Else why would he have sallied forth so  
 far or built such a literary memorial to his  
 expanding horizons? In this course we'll steep  
 ourselves in the sweep, excitement, variety,  
 artistry, popularity, and cultural significance  
 of travel books: sail or trek into such  
 imaginary journey classics as *Gulliver's Travels*  
 and *Pilgrim's Progress*; explore travel journals  
 by men and women of letters (e.g., Borrow's  
*The Bible in Spain* and *Wild Wales*, Twain's  
*Innocents Abroad*, Dr. Johnson's *Journey to  
 the Hebrides*); spend a while with works of  
 literature in which a journey motif makes up  
 the setting and is integral to the meaning (e.g.,  
 Coleridge's *Rime of the Ancient Mariner*,  
 Hemingway's *The Sun Also Rises*, Conrad's  
*Heart of Darkness*, Chaucer's *Canterbury*

*Tales*); stop in at a novel in the picaresque  
 tradition (e.g., Cervantes' *Don Quixote*,  
 Nashe's *The Unfortunate Traveler*, Fielding's  
*Joseph Andrews* and *Tom Jones*, Kerouac's  
*On the Road*). Our armchair itinerary includes  
 a brief survey of accounts, both factual and  
 fantastic, of famous voyages and explorations  
 (Marco Polo, Sir John Mandeville, et al.) and a  
 glance at high and lowbrow commercial  
 guidebooks.

It will be our business and pleasure to  
 discover the milieus out of which the  
 representative works arose and to assess the  
 impact of such tales of travel upon our  
 common culture. Though our readings will of  
 course widen our geographical, historical, and  
 political knowledge, our primary focus will be  
 literary and biographical.

Minimally students will be expected to do  
 considerable reading among works cited on an  
 expanded bibliography, turn in reading notes,  
 participate in discussion groups, and prepare  
 two papers: 1) a critique of a single work, and  
 2) either a short journal (authentic or  
 made-up) or a mini-research paper on some  
 topic turned up along the way.

**REQUIREMENT(S) FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:**  
 Knowledge of spoken and written English is  
 assumed

**COST IN ADDITION TO TUITION:**  
 Books optional, for copies of everything are  
 or will be in the library (and, in fact, on  
 reserve)

**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:**  
 8:00-10:00 a.m., A-210

1714 ENGLISH 308  
**MODERN RUSSIAN LITERATURE IN  
 TRANSLATION: 1830 TO THE  
 PRESENT**  
 RAY KLOPSCH

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

**BIBLIOGRAPHY:** Tolstoy, *Anna  
 Karenina*; Chekhov, *Three Sisters*; Andreyev,  
*The Seven That Were Hunged*; Dostoevsky,  
*The Idiot*; Solzhenitsyn, *A Day in the Life of  
 Ivan Denisovich*; selected short stories, letters  
 of Andreyev, Babel, Chekhov, Dostoevsky,  
 Garshin, Gogol, Gorky, Kataev, Kuprin,

Lermontov, Leskov, Pushkin, Saltykov, Shchedrin, Tolstoy, Turgenev, Zoshchenko. Individually selected writings by students of other works by the above authors and others—such as Sholokhov, Pasternak, Ostrovsky.

**REQUIREMENT(S) FILLED:** Interim

**MAXIMUM ENROLLMENT:** 30

**MEETING TIME AND PLACE:** 1:00-3:00 p.m., A-211s,

1716 ENGLISH 312

1726 ENGLISH 340 (Fulfills

Publishing Careers program requirement)

**WORLD OF THE BOOK—COURSE I**

T. LESLIE ELLIOTT,

HARPER-ROW PUBLISHERS

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

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

In part, this course is designed to prepare some students for internships with major book publishers in the summer of 1975 in various parts of the United States. If the student finds this experience challenging, there will be a second course offered on the book in the 1976 interim with eventual career employment for students who are interested in such possibilities upon graduation.

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

**BIBLIOGRAPHY:** Herbert Bailey, *The Art and Science of Book Publishing*; Chandler Grannis, *What Happens in Book Publishing*; Edmund Arnold, *Ink on Paper*; Charles Madison, *Book Publishing in America*

**REQUIREMENT(S) FILLED:** Interim and Publishing Careers Program requirement

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 1:00-3:00 p.m., A-213

9564 ENGLISH 490

**SENIOR SEMINAR: LITERATURE AND THEOLOGY**

(See Interdepartmental listing)

1816 FOREIGN LANGUAGES—  
FRENCH 300

1814 FOREIGN LANGUAGES—  
FRENCH 110 (for core requirement)

**FRENCH FOR SINGERS,  
BROADCASTERS, AND  
MAGAZINES READERS**  
KATHARINE E. MONROE

This course will be an intensive study of the sound patterns of the French language, its pronunciation, intonation and rhythm. The work will be designed specifically for the user of the language: for example, the singer of

French songs, the broadcaster of foreign news. There will be additional practice in reading French newspapers and magazines of current interest. No previous experience in French is required. The class will meet four hours a day. In addition, time will be spent in the language laboratory where students will have the opportunity to hear, understand and speak French.

The main advantage of this practical approach to French is that correct speech patterns become a habit and the language is put to immediate use, as singers bring their French songs and students who intend to follow careers in the mass media gain confidence in their ability to pronounce the names of people and places correctly.

**BIBLIOGRAPHY:** An elementary text emphasizing the oral-aural approach will be used.

**REQUIREMENT(S) FILLED:** Interim or core requirement

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 9:00-12:00 noon and 1:00-2:00 p.m., A-208

1844 FOREIGN LANGUAGES—  
SPANISH 301

**MAYA: A STUDY OF THE MOST  
RESPLENDENT MIDDLE AMERICAN  
CIVILIZATION**

ST. JOHN ROBINSON

A thousand years before Europeans first sailed to the New World there existed from central Mexico to the central Andes several very advanced indigenous civilizations. That of the Maya reached perhaps greater mathematical and artistic heights than any other of these civilizations.

Maya civilization first developed in the highlands of Guatemala and western Honduras and flourished there until about AD 900. Then, for reasons as yet not successfully explained by anthropologists, these people abandoned their "city states," disappeared for a while, and then reappeared in the Yucatan Peninsula with a civilization somewhat modified from that which they previously possessed.

When discovered by the Spaniards, the Maya possessed a calendar more accurate than any until modern times; they knew the value of place mathematics, had discovered zero, and had a civilization all aspects of which revealed an intense preoccupation with numbers. They traded from Texas to Panama. They alone of the high cultures of Middle America have resisted with fair success assimilation into Western society, preserving their language, dress, agricultural techniques, and even religion much as it was before the Conquest.

Re-discovered in the 19th century, Maya civilization has continued to be the focus of intensive research—much of this due to the constant search for chicle and tropical woods.

The course will explore via lectures, readings, and discussions the multifaceted world of the Maya in the hope of awakening students to the achievements of America's past.

**BIBLIOGRAPHY:** Victor W. Von Hagen, *World of the Maya*; J. Eric S. Thompson, *The Rise and Fall of Maya Civilization*; Delia Goetz and Sylvanus G. Morley (tr.), *Papal Vuh, the Sacred Book of the Ancient Quiche Maya*; *Rabinal Achi*—drama (if English version is available)

how	do	i	reach	you	people	?
	do	i	reach	you	people	?
	do	i			people	?
	do	i	reach	you		?
how					people	?
how						?
						?

**REQUIREMENT(S) FILLED:** Elective and/or Interim  
**COST IN ADDITION TO TUITION:** Cost of books only  
**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 1:00-4:00 p.m., A-206

**1824 FOREIGN LANGUAGES 303**  
**1834 FOREIGN LANGUAGES 325** (for Core requirement)  
**THE SACRED AND THE SECULAR: A THEMATIC SURVEY OF MEDIEVAL LITERATURE**  
**DAVID P. SUDERMANN**

Johan Huizinga describes the later Middle Ages as an era of extremes: "The men of that time always oscillate between the fear of hell and the most naive joy, between cruelty and tenderness, between harsh asceticism and insane attachment to the delights of the world." Such extremes are comprehensible only within the framework of the Christian belief which so totally saturated the consciousness of the age. In this course we shall use medieval literature to examine some of the contradictions and extravagances of belief and behavior, to experience for ourselves the force of spiritual ideals, and to recapture the color, humor, vigor of secular reaction. The course will be organized around a series of themes: 1) the spiritualization of Time and Nature—the visibility of God in the Universe, 2) the similarity of mystic and erotic experience, 3) courtly love and *caritas*—the "reality" of illusion, 4) death in life or life in death—the mortification of the flesh versus carnal delights, 5) the community of the faithful and its corruption—monastic satire, 6) violence as a way of life—a comparison of the heroic and romantic mentalities.

Literary works will be chosen which are both relevant to these themes and representative of the major genres of medieval literature (hymn, sequence, vernacular love lyric, heroic epic, drama, Arthurian romance, *chanson de geste*, sermon, example). Among these will be: selections from the *Carmina Burana*, *Tristan*, selections from the *Canterbury Tales*, Latin liturgical lyric, French, German, and Medieval Latin crusade poetry, courtly love lyric, the *Play of Daniel*. Where English versions are not available, original translations will be provided. Study and class emphasis will fall on careful reading, analysis, and discussion of the literary texts. The general themes will be introduced in lectures.

**BIBLIOGRAPHY:** J. Huizinga, *The Waning of the Middle Ages*; W. T. H. Jackson, *The Literature of the Middle Ages*

**REQUIREMENT(S) FILLED:** Interim and core requirement  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 10:00-12:00 a.m., A-212

**1846 FOREIGN LANGUAGES—SPANISH 305**  
**1838 FOREIGN LANGUAGES—SPANISH 110** (for Core requirement)  
**INTRODUCTION TO SPOKEN SPANISH**  
**LOUISE S. FAYE**

This course will be an introduction to Spanish, the language of both Spain and the

major portion of Latin America. It will be comprised of such concentrated study of the language as to enable the student to gain a basic understanding and use of spoken Spanish as well as an elementary mastery of related skills such as reading and writing. The course will also include contemporary cultural materials of both Spain and Hispanic America. No previous experience in Spanish is required as the course will start from the very beginning with pronunciation drills, basic structure and introductory conversational phrases.

The class will meet for five hours a day, plus additional time assigned for language laboratory. An amount of work which will be equivalent to a semester's work will be covered, so that it will be possible for students to continue in the second semester of the elementary language course in the spring. For students who do not wish to continue, the course can be considered as a complete unit within itself.

A great advantage to be found in a concentrated language course of this nature is that it provides the opportunity for complete involvement in the language without the usual demands and obligations of course work in other areas.

**BIBLIOGRAPHY:** Turk & Espinosa, *Foundation Course in Spanish*; Schneider, *Escenas Mexicanas. La Familia Murin*.

**REQUIREMENT(S) FILLED:** Interim, elective, or core requirement  
**COST IN ADDITION TO TUITION:** None, unless class chooses to prepare Spanish food or go to a Spanish restaurant or film  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 9:00-12:00 a.m. and 1:00-3:00 p.m., A-223

**1826 FOREIGN LANGUAGES—GERMAN 307**  
**1836 FOREIGN LANGUAGES—GERMAN 326** (for Core requirement)  
**TRANSFORMATIONS OF FAUST**  
**PAUL WEBSTER**

The vagrant scholar Johann Faust was supposedly carried off to Hell around 1540. His pact with the Devil in exchange for knowledge of sorcery and necromancy was an example to his own age that man should not attempt to know too much. A later time saw his drive for knowledge in a positive light, but recent views of him, tempered by political and technological events of this century, have been much less positive. The course will trace the changing view of Faust during the last 400 years.

There will be two to three hours of lecture per week, with the remainder of the time devoted to discussion of individual works with the class.

A short written review of either of the films and a short paper on an aspect of the Faust tradition of interest to the student will be required. There will also be a final examination emphasizing the broader aspects of the Faust tradition as they are developed during the course. Students will probably have the option of taking either a written or an oral exam.

Probably more important than the formal requirements is that each student contribute his thoughts to the class discussion.

In Just- spring  
 in Just- spring when the world is mud-  
 luscious the little  
 lame balloonman  
 whistles far and wee  
 and eddieandbill come  
 running from marbles and  
 piracies and it's  
 spring  
 when the world is puddle-wonderful  
 the queer  
 old balloonman whistles  
 far and wee  
 and bettyandisbel come dancing  
 from hop-scotch and jump-rope and  
 it's  
 spring  
 and

the  
 goat-footed  
 balloonman whistles  
 far  
 and  
 wee

1923  
 E. E. CUMMINGS (1894-1963)

### Design

I found a dimpled spider, fat and white,  
 On a white heal-all, holding up a moth—  
 Like a white piece of rigid satin cloth—  
 Assorted characters of death and blight  
 Mixed ready to begin the morning right,  
 Like the ingredients of a witches' broth—  
 A snow-drop spider, a flower like froth,  
 And dead wings carried like a paper kite.  
 What had that flower to do with being  
 white,  
 The wayside blue and innocent heal-all?  
 What brought the kindred spider to that  
 height,  
 Then steered the white moth thither in  
 the night?  
 What but design of darkness to appall?—  
 If design govern in a thing so small.

1936  
 ROBERT FROST (1874-1963)

### "I Keep to Myself Such Measures . . ."

I keep to myself such  
 measures as I care for,  
 daily the rocks  
 accumulate position.  
 There is nothing  
 but what thinking makes  
 it less tangible. The mind,  
 fast as it goes, loses  
 pace, puts in place of it  
 like rocks simple markers,  
 for a way only to  
 hopefully come back to  
 where it cannot. All  
 forgets. My mind sinks.  
 I hold in both hands such weight  
 it is my only description.

1967  
 ROBERT CREELEY (1926- )

**BIBLIOGRAPHY:** Boito, *Mefistofele*;  
 Byron, *Manfred*; *Faustbuch*; Marlowe, *Doctor  
 Faustus*; Goethe, *Faust I*; Lessing,  
*Faustfragment*; Shapito, *The Progress of  
 Faust*; Berlioz, *The Damnation of Faust*;  
 Fowles, *The Magus*; Busoni, *Doktor Faust*;  
 Mann, *Doctor Faustus*; Spohr, *Faust*. Films:  
*Dr. Faustus* (Burton/Taylor); *Faust*  
 (Quadflieg/Grundgers)

**REQUIREMENT(S) FILLED:** Interim or  
 core requirement

**COST IN ADDITION TO TUITION:**  
 There will be a special charge of \$10.00 for  
 films.

**MAXIMUM ENROLLMENT:** 50

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

1818 FOREIGN LANGUAGES—  
 FRENCH 310

FRENCH CONVERSATION  
 KATHARINE MONROE  
 (1 semester hour)

This class will meet five days per week at  
 lunch for French conversation. Students  
 enrolling should have completed one year of  
 college-level French or the equivalent. Since  
 credit is 1 semester hour, this class may be  
 taken in addition to another interim course;  
 however, a student must have approval from  
 the instructor of his primary course. Meeting  
 place to be arranged.

1828 FOREIGN LANGUAGES—  
 GERMAN 311

GERMAN CONVERSATION  
 PAUL WEBSTER  
 (1 semester hour)

This class will meet five days per week at  
 lunch for German conversation. Students  
 enrolling should have completed one year of  
 college-level German or the equivalent. Since  
 credit is 1 semester hour, this class may be  
 taken in addition to another interim course;  
 however, a student must have approval from  
 the instructor of his primary course. Meeting  
 place to be arranged.

1848 FOREIGN LANGUAGES—  
 SPANISH 312

SPANISH CONVERSATION  
 LOUISE FAYE  
 (1 semester hour)

This class will meet five days per week at  
 lunch for Spanish conversation. Students  
 enrolling should have completed one year of  
 college-level Spanish or the equivalent. Since  
 credit is 1 semester hour, this class may be  
 taken in addition to another interim course;  
 however, a student must have approval from  
 the instructor of his primary course. Meeting  
 place to be arranged.

1808 FOREIGN LANGUAGES 315

1806 FOREIGN LANGUAGES 125 (for  
 Core requirement)

MANUAL COMMUNICATION  
 LYNDAL L. LYON, Lecturer

This is a basic course in Manual  
 Communication with the deaf through the  
 language of signs and fingerspelling. The  
 course will include gaining a practical ability  
 to sign as well as to read sign language.



Principles involved will include sign language, fingerspelling, signed English, and the simultaneous method (speaking and signing at the same time). Time will also be devoted to basic concepts of deafness and deaf people.

Manual communication will enable an individual to relate with deaf persons encountered in various areas of his job, and social activities.

The course will begin with the alphabet and fingerspelling. Then usable vocabulary will be built and strengthened through practice and review with phrases and sentences. At least one off-campus activity or field trip will be made to give the class practical experience—e.g., to a deaf club meeting. Assignments will involve memorization of vocabulary and practice.

**BIBLIOGRAPHY:** The Washington State School for the Deaf, *An Introduction to Manual English*

**REQUIREMENT(S) FILLED:** Interim or Core requirement

**COST IN ADDITION TO TUITION:** Minimal

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

■  
**2404 HISTORY 306**  
**THE DESTRUCTION OF THE**  
**EUROPEAN JEWS 1933-45**  
**CHRISTOPHER R. BROWNING**

The course will deal with the evolution of Nazi Jewish policy from the seizure of power to the end of World War II. The machinery of the destructive process as well as the personnel and their motives will be studied. The course will also deal with the Jewish experience during this period and the response to the Nazi onslaught. The student obligation to the course will consist of readings, participation in two or three discussion sessions per week, and the choice of either a written paper or oral presentation on a relevant topic.

**BIBLIOGRAPHY:** Kurt Schleunes, *The Twisted Road to Auschwitz*; Hannah Arendt, *Eichmann in Jerusalem*; Jean-Francois Steiner, *Treblinka*; Rolf Hochhuth, *The Deputy*; Raul Hilberg, *The Destruction of the European Jews*

**REQUIREMENT(S) FILLED:** Interim  
**MAXIMUM ENROLLMENT:** 35  
**MEETING TIME AND PLACE:** 10:00-12:00 a.m., A-206

■  
**2406 HISTORY 308**  
**THE HISTORICAL NOVEL:**  
**SIXTEENTH CENTURY EUROPE**  
**PHILIP A. NORDQUIST**

Historical novels occupy a curious niche in the worlds of historical scholarship and creative writing. They are not usually received with great enthusiasm in either camp. How can you know what Napoleon or Michelangelo thought or said at any particular moment and what is creative about reconstructing the court life of Henry VIII? Yet, historical novels are widely read and at their best they are carefully wrought by masters of historical detective work and carefully written by people who have mastered their craft. And they are almost always more interesting than textbooks.

This course will concentrate on careful and systematic study and analysis of historical novels in one part of European history—the

sixteenth century. A number of categories will be used as we read and study the novels (and as we try to make sense of historical fiction generally). They will include: (1) the author's point-of-view, (2) the methods of gathering information, (3) the use and criticism of sources, (4) care in the use of chronology, (5) credibility, and (6) style or artistic nature of writing. The list is not exhaustive. Four novels will be closely studied—two which deal with England, and two which deal with the continent. There will be some lectures, frequent discussions, individually tailored research and oral presentations by the students.

**BIBLIOGRAPHY:** The four novels studied will probably include: Josephine Tey, *The Daughter of Time*; H. F. M. Prescott, *The Man on a Donkey*; Elizabeth Rundle Charles, *Chronicles of the Schonberg-Cotta Family*; P. Vansittart, *The Siege*

**REQUIREMENT(S) FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Some background in both literature and history would be helpful. Enthusiasm is a prerequisite.

**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 10:00-12:00 a.m., A-200

■  
**2408 HISTORY 311**  
**THE VOYAGES OF CAPTAIN COOK**  
**(See Off-campus listing)**

■  
**2506 MATHEMATICS 305**  
**2504 MATHEMATICS 109 (for**  
**Core requirement)**  
**MATHEMATICS, THE QUEEN**  
**SCIENCE OF CIVILIZATION**  
**ROBERT S. FISK**

Mathematics is used in everyday living even though we aren't generally aware of it. It lurks in the background when we write checks, play pool or air hockey, hear about earthquakes, tile a bathroom wall, build a fence, turn on a radio, even in eating (counting calories!). Mathematics is sometimes drill. You won't find drill in this course. Mathematics is sometimes misused in jest—"If a man and a half can smoke a can and a half of Half and Half in a day and a half, how long will it take ten men, etc." But most important, mathematics is a universal language and a thing of beauty. An objective of this course is to reveal some of its power and significance for living in today's society.

The course will start with a consideration of mathematical thinking and inductive and deductive reasoning. After that, we will study functions and graphs, logarithms, polygons, counting, the mathematics of chance, some statistics, topology and other interesting mathematical subjects, such as what is a group.

Students will turn in assignments from the textbook. Sample problem: What are the dimensions of a billiard table with the simplest path for a ball which goes from one corner to the opposite side to another corner? Also, students will be asked to keep a file of clippings of articles from everyday papers and magazines in which the articles pertain to mathematics. Grades will not be based on tests, but on individual achievement.

**BIBLIOGRAPHY:** Harold Jacobs, *Mathematics, A Human Endeavor*  
**REQUIREMENT(S) FILLED:** Interim or Core requirement  
**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 9:30-12:00 noon, O-104

**2508 MATHEMATICS 308  
 FINANCIAL MATHEMATICS  
 PAUL B. LIEBELT**

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

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

**BIBLIOGRAPHY:** Cissell, *Mathematics of Finance*  
**REQUIREMENTS(S) FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** High School Algebra  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 8:30-10:30, Library Calculator Room

**2514 MATHEMATICS 310  
 COMPUTERS AND COMPUTING  
 IN CONTEMPORARY SOCIETY  
 JAMES E. 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 structure, its operation and how it can be used. To help prepare the student in this area, this course will include discussion of the computer and other calculating devices, their use, and their applications. Many of these applications will involve elementary mathematics but other uses will also be studied.

Students will learn a small amount of the FORTRAN language in order to be able to have the computer perform simple tasks at their command. Students will also be expected to complete a project involving the role of the computer or one of its applications. Part of the class time will be used as a programming lab.

**BIBLIOGRAPHY:** Boyd and Fraser, *Introduction to Computers and Computer Science*  
**REQUIREMENT(S) FILLED:** Interim.  
**Note:** If you have already taken MATH 144—Introduction to Computer Science, this course cannot count toward the total number of hours for graduation.  
**RESTRICTIONS OR PREREQUISITES:** High School Algebra  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 9:00-11:30 a.m., A-219

**2604 MUSIC 303  
 (2 semester hours credit)  
 2606 MUSIC 303  
 (4 semester hours credit)  
 INTRODUCTION TO PIANO  
 GORDON GILBERTSON**

Piano playing 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 who wish to increase their previously-gained knowledge and skill.

Students should plan to spend one and one-half hours daily in full class attendance, at least two hours per day in individual practice, two one-hour sessions per week in performance lab with the instructor and numerous hours listening.

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, students will receive pertinent information concerning the music, will listen to typical music both recorded and live (live performances may amount to something like 18 times during the month). Attention will be given to artistic expression with even a limited technique, to historical matters, to social, economic and political factors, and to acoustics.

Students desiring but two hours credit will concentrate on performance only, but are invited to attend full class meetings.

**BIBLIOGRAPHY:** For beginners: Paul Sheffel, *Exploring Music Fundamentals*; for others: various materials, to be decided in consultation with instructor  
**REQUIREMENT(S) FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** None, except for desire, access to piano  
**COST IN ADDITION TO TUITION:** less than \$10.00  
**MAXIMUM ENROLLMENT:** 50  
**MEETING TIME AND PLACE:** 10:00-12:00 a.m., 1:30-3:30 p.m., E-228

**2608 MUSIC 307  
 4 semester hours (interim  
 credit for non-majors)  
 2638 MUSIC 363  
 4 semester hours (core credit  
 for non-majors)  
 2636 MUSIC 363  
 2 semester hours (for  
 piano majors)  
 HISTORY OF PIANO LITERATURE  
 CALVIN KNAPP**

A survey and history of piano literature covering the Baroque, Classic, Romantic, Impressionistic, and Modern periods. The background of these periods will be discussed and representative works will be studied using live performances and recordings. Piano students in the class who are able to perform will have the opportunity to do so. A notebook dealing with the five periods of music will be assembled using materials gained from the class. One week will be spent on each period of music, except the Impressionistic and Modern periods, which will be studied in the final week. There will be outside reading and listening assignments. Students both with and without a music background will have the opportunity to gain a bird's-eye view of this portion of the history

**Unknown Girl in the Maternity Ward**

Child, the current of your breath is six days long,  
 You lie, a small knuckle on my white bed;  
 lie, fistled like a snail, so small and strong  
 at my breast. Your lips are animals; you are  
 fed  
 with love. At first hunger is not wrong.  
 The nurses nod their caps; you are shepherded  
 down starch halls with the other unnested  
 throng  
 in wheeling baskets. You tip like a cup; your  
 head  
 moving to my touch. You sense the way we  
 belong.  
 But this is an institution bed.  
 You will not know me very long.

The doctors are enamel. They want to know  
 the facts. They guess about the man who left  
 me,  
 some pendulum soul, going the way men go  
 and leave you full of child. But our case  
 history  
 stays blank. All I did was let you grow.  
 Now we are here for all the ward to see.  
 You thought I was strange, although  
 I never spoke a word. I burst empty  
 of you, letting you learn how the air is so.  
 The doctors chart the riddle they ask of me  
 and I turn my head away. I do not know.

Yours is the only face I recognize.  
 Bone at my bone, you drink my answers in.  
 Six times a day I prize  
 your need, the animals of your lips, your skin  
 growing warm and plump. I see your eyes  
 lifting their tents. They are blue stones, they  
 begin  
 to outgrow their moss. You blink in surprise  
 and I wonder what you can see, my funny kin,  
 as you trouble my silence. I am a shelter of  
 lies  
 Should I learn to speak again, or hopeless in  
 such sanity will I touch some face I  
 recognize?

Down the hall the baskets start back. My arms  
 fit you like a sleeve, they hold  
 catkins of your willows, the wild bee farms  
 of your nerves, each muscle and fold  
 of your first days. Your old man's face  
 disarms  
 the nurses. But the doctors return to scold  
 me. I speak. It is you my silence harms.  
 I should have known; I should have told  
 them something to write down. My voice  
 alarms  
 my throat. 'Name of father—none.' I hold  
 you and name you bastard in my arms.

And now that's that. There is nothing more  
 that I can say or lose.  
 Others have traded life before  
 and could not speak. I tighten to refuse  
 your owling eyes, my fragile visitor.  
 I touch your cheeks, like flowers. You bruise  
 against me. We unlearn. I am a shore  
 rocking you off. You break from me. I  
 choose  
 your only way, my small inheritor  
 and hand you off, trembling the selves we  
 lose.  
 Go child, who is my sin and nothing more.

1960  
 ANNE SEXTON (1928- )

**since feeling is first**

since feeling is first  
 who pays any attention  
 to the syntax of things  
 will never wholly kiss you;  
 wholly to be a fool  
 while Spring is in the world

my blood approves,  
 and kisses are a better fate  
 than wisdom  
 lady i swear by all flowers. Don't cry  
 —the best gesture of my brain is less than  
 your eyelids' flutter which says  
 we are for each other: then  
 laugh, leaning back in my arms  
 for life's not a paragraph  
 And death i think is no parenthesis

1926  
 E. E. CUMMINGS (1894-1963)

of music; to relate it to art and literature, to discover and hear the stylistic differences between periods and composers, made obvious because of the short period of four weeks in which the entire 300 year span of literature will be covered.

**BIBLIOGRAPHY:** Ernest Hutcheson, *Literature of the Piano*, Additional library materials about individual composers will be suggested.

**REQUIREMENT(S) FILLED:** Interim, core requirement, or requirement for piano majors. Students cannot take more than one of these courses for credit toward graduation.

**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 9:00-11:00 a.m., E-228

2614 MUSIC 311  
 2644 MUSIC 369 (for core requirement)  
**BEETHOVEN'S HEAD:  
 THE NINE SYMPHONIES**  
 JERRY KRACHT

An intensive study of this monumental symphonic legacy and its composer, intended to bring the student to an appreciation of the music and an understanding of its place in the culture of Beethoven's time as well as our own.

The major portion of the class will be devoted to a detailed analysis of the nine symphonies, taking them in chronological order and examining form, and style—seeking in particular to identify those elements which are uniquely Beethoven's.

In addition to the foregoing, the class will give considerable attention to the historical and cultural climate of Beethoven's time, relating this, as well as pertinent biographical information, to the nine symphonies.

Extensive reading and listening is required. Although previous musical training would be beneficial, it is not required. The only prerequisite is an honest curiosity.

**BIBLIOGRAPHY:** Beethoven, *The Nine Symphonies*; Grove, *Beethoven and His Nine Symphonies*; LaRue, *Guidelines for Style Analysis*; Simpson, *Beethoven Symphonies*; Tovey, *Essays in Musical Analysis*; Weingartner, *The Symphonies of Beethoven*

**REQUIREMENT(S) FILLED:** Interim or core requirement

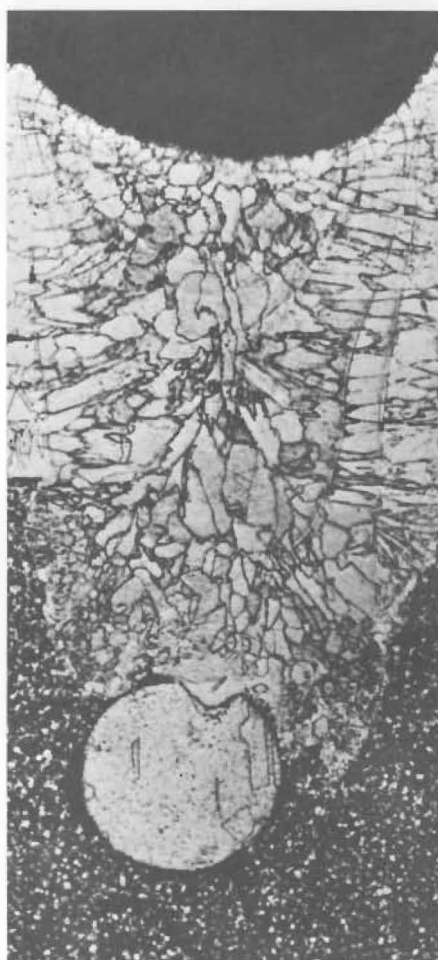
**COST IN ADDITION TO TUITION:** approximately \$15.00 for study scores and books

**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 1:00-3:00 p.m., E-215

2618 MUSIC 316  
 (2 semester hours credit)  
**CHORAL/ORCHESTRAL LITERATURE  
 AND PERFORMANCE**  
 MAURICE H. SKONES

The first two weeks of January will be devoted to intensive study of choral/orchestral literature. Students enrolled for credit will do research related to the literature being performed. On January 16 the entire class will fly to Minneapolis, Minnesota, and begin a series of performances of the literature studied, in Midwest and Eastern cities. Two days will be spent in New York City and two in Washington, D.C., with planned cultural opportunities. The final tour performance will take place in Central

A metalurgical photograph of an 'Eb' weld.



Lutheran Church in Minneapolis on or about February 9, with the flight home scheduled for February 10.

**REQUIREMENT(S) FILLED:** Interim (partial fulfillment)

**RESTRICTIONS OR PREREQUISITES:** Open only to members of the Choir of the West and interested orchestral performers with the approval of the instructor.

**COST IN ADDITION TO TUITION:** \$199.00 air fare to Minneapolis and return

**INSURANCE NEEDS:** Required, see INSURANCE section

**MAXIMUM ENROLLMENT:** 65 vocalists and 20 instrumentalists

**MEETING TIME AND PLACE:** January 6-16, 9:00 a.m. to 5:00 p.m., E-227

2624 MUSIC 317A  
(2 semester hours credit)

2626 MUSIC 317B  
(4 semester hours credit)

**INTENSIVE PERFORMANCE STUDY STAFF**

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

**REQUIREMENT(S) FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Independent study card required for this course. The student must have the signature of the instructor he or she will be working with during the Interim.

**COST IN ADDITION TO TUITION:** Music fee of \$48.00 for 4 semester hours, \$36.00 for 2 hours

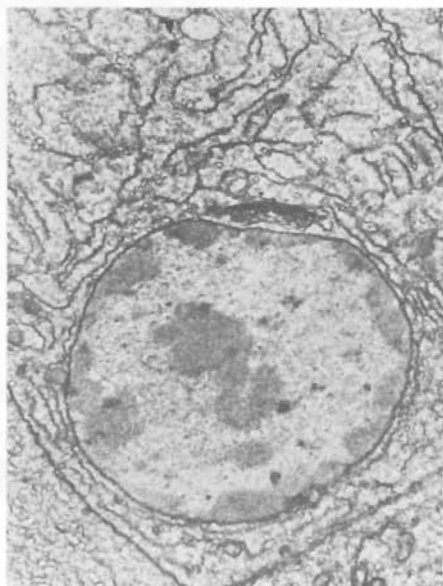
**MEETING TIME AND PLACE:** To be arranged with instructor

2804 NURSING 309  
**PERSPECTIVES ON DEATH AND DYING**  
LINDA OLSON

In contemporary American society the normal human processes of illness, aging, and dying are largely institutionalized. People seldom die at home. Thus, we often view death with alarm, fear, avoidance and denial, rather than acknowledging it as a completion and limitation to the process of life.

This course will examine the phenomenon of death from a variety of perspectives. Death, a reality with profound personal, spiritual, social and cultural implications, confronts one with the question of the meaning of life. There will be opportunities to explore death as a personal experience as well as to examine theoretical considerations. The instructor hopes that at the end of the course each class member will be able to say, "Having looked openly at death, I am free to live more fully."

Films, lectures, guest speakers, and small group discussions will present death as an



An animal cell (hepato-pancreatic gland of the crayfish) enlarged some 12,500 diameters in an electron micrograph. The large round object is the nucleus.

individual, biological, psychological, spiritual and socio-cultural event. Particular consideration will be given to suicide, euthanasia, and relations with the terminally ill person. Students will be required to submit written critiques of their reading, make a group presentation to the class, write a paper, and make a field trip in the Tacoma area.

**PARTIAL BIBLIOGRAPHY:** Leroy Augenstein, *Come, Let Us Play God*; Mary H. Browning and Edith P. Lewis, compilers, *The Dying Patient: A Nursing Perspective*; Herman Feifel, (Ed.), *The Meaning of Death*; David Cole Gordon, *Overcoming the Fear of Death*; David Hendin, *Death as a Fact of Life*; Elisabeth Kubler-Ross, *On Death and Dying*; Liston O. Mills, (Ed.), *Perspectives on Death*; American Friends Service Committee, *Who Shall Live? Man's Control Over Birth and Death*; Robert H. Williams, (Ed.), *To Live and To Die: When, Why, and How*

**REQUIREMENT(S) FILLED:** Interim, elective; students cannot receive credit toward graduation for both this course and Religion 490 - Senior Seminar—Death and Dying.

**RESTRICTIONS OR PREREQUISITES:** The course is open to all students. It may be particularly useful to those involved in helping professions such as nursing, medicine, social work, law, education and the ministry, or to anyone who wants to learn more about one aspect of his own life: his own death.

**MAXIMUM ENROLLMENT:** 45

**MEETING TIME AND PLACE:** Entire class: 8:00-10:00 a.m., IN-100; Small (15 persons) discussion groups: Monday, Wednesday, Friday, 1:00-3:00 p.m., IN-116

**2904 PHILOSOPHY 311  
HOW TO WIN AN ARGUMENT  
CURTIS E. HUBER**

An informal discussion and description of the anatomy of ordinary arguments concerning topics of the day in human relations, politics and religion. Oral and written practice in the construction of strategies for devastating self-styled poets, priests, politicians and girl or boy friends. A text will be used which provides extensive examples illustrating fallacies and explaining elementary logical principles. Additional readings will come from current periodicals. Typical assignments will consist of student-written "position" papers defending or attacking some issue of current interest. The class will interview various available campus leaders and apply the acquired techniques. We will take one or two trips to area public hearings or council meetings. The general objective of the course is to show how we learn through argument and that arguing can be fun.

**REQUIREMENT(S) FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** no pair of relatives

**COST IN ADDITION TO TUITION:** minor fees for duplicating materials

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** 10:00-12:00 a.m., A-210

**9552 PHILOSOPHY 314  
BIOLOGY AND ETHICS  
(See Interdepartmental studies)**

**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 "quarter course" may be taken during the Interim in addition to a student's primary course.
4. A student must have approval from the instructor of his primary course before he can complete a physical education "quarter course" during the Interim period.
5. Students may be released from a physical education "quarter course" to participate in activities associated with his/her 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 "quarter course."

**3404 PHYSICAL EDUCATION 202**

**Activity Course**

**INTERMEDIATE & ADVANCED GOLF  
ROY CARLSON**

Men and Women

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:** Monday, Wednesday, Friday, 1:00-3:00 p.m., OAFH

**PHYSICAL EDUCATION 204**

**Activity Course**

**BOWLING**

**STAFF**

Men and Women, University Center. Daily  
**ENROLLMENT:** 24, each section

- 3406 Section A 1:00-2:15 p.m.  
(Advanced section)
- 3408 Section B 8:00-9:15 a.m.
- 3414 Section C 11:45-1:00 p.m.
- 3416 Section D 9:30-10:45 a.m.

**3418 PHYSICAL EDUCATION 205**

**Activity Course**

**BEGINNING BADMINTON**

**STAFF**

Men and Women

**ENROLLMENT:** 25

**MEETING TIME AND PLACE:** 1:00-2:15 p.m., Olson Aud.

**3424 PHYSICAL EDUCATION 208**

**Activity Course**

**SKIING**

**JON THEIMAN**

Men and Women

**ENROLLMENT:** 150

**COST IN ADDITION TO TUITION:** Non-refundable fee of \$35.00

**RESTRICTIONS OR PREREQUISITES:** Voluntary Student Accident and Sickness Insurance Plan or equivalent (see INSURANCE section)

**MEETING TIMES AND PLACES:** Lectures: Monday evenings, (January 6, 13, 20, 27) 7:00-8:00 p.m., A-101; slope sessions,



Tuesday and Thursday (January 7, 9, 14, 16, 21 and 23) 1:00-10:00 p.m. at Crystal Mountain. Bus transportation provided. See handout for more information.

■ **3426 PHYSICAL EDUCATION 210**

Activity Course  
**SLIMNASTICS**

**STAFF**

Women

**ENROLLMENT: 50**

**MEETING TIME AND PLACE: 1:00-2:15 p.m., Olson Bal.**

■ **3428 PHYSICAL EDUCATION 237**

Activity Course

**SKIN & SCUBA DIVING**

**GARY CHASE**

Men and Women

**ENROLLMENT: 20**

**MEETING TIME AND PLACE: 8:00-9:15 a.m., Pool**

■ **3434 PHYSICAL EDUCATION 255**

Activity Course

**CO-ED VOLLEYBALL**

**STAFF**

Men and Women

**ENROLLMENT: 50**

**MEETING TIME AND PLACE: 7:30-8:45 a.m., Olson Aud.**

■ **PHYSICAL EDUCATION PROFESSIONAL COURSES**

**3436 PHYSICAL EDUCATION 281**

Professional Course

**ATHLETIC INJURY PREVENTION AND THERAPEUTIC CARE**

(2 semester hours credit)

**GARY NICHOLSON**

Head Trainer, Chicago Cubs

Baseball Club

Prevention, treatment and rehabilitation of all common injuries sustained in athletics; physical therapy by employment of electricity, massage, exercises, light, ice and mechanical devices.

**ENROLLMENT: 25**

**COST IN ADDITION TO TUITION: \$5.00 supplies fee**

**MEETING TIME AND PLACE: 8:00-9:00 a.m., O-106**

■ **3438 PHYSICAL EDUCATION 304 CHOREOGRAPHY AND DANCE PRODUCTION**

(4 credits)

**KATHERINE BECKMAN**

An intensive course in the creation and presentation of contemporary dance forms; the time will be divided between technique classes, individual and group student choreography and the production aspects of staging, lighting, and costuming. The course will deal with concepts of movement which fuse the mental and spiritual aspects of experience to bodily expression. Projects in student choreography will be presented to the university community in workshops and one performance.

**REQUIREMENT(S) FILLED: Interim**

**ENROLLMENT: 25**

**RESTRICTIONS OR PREREQUISITES:**

Intermediate/advanced modern dance skills or permission of instructor

**COST IN ADDITION TO TUITION:**

students will need clothes to move in: women—leotards and tights; men—tights, shorts, sweatpants

**MEETING TIME AND PLACE:**

10:00-12:00 a.m. and 1:00-3:00 p.m., Memorial Gym

■ **3444 PHYSICAL EDUCATION 305 FAMILY CENTERED CHILDBIRTH (4 credits)**

**PAUL HOSETH**

It is one of the paradoxes of our age that only pregnant women must be educated for pregnancy. 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 this gap. In so doing, the following resources will be utilized: local doctors, hospital administrators, O.B. nurses, Childbirth Education Association of Tacoma, and interviews with parents.

**BIBLIOGRAPHY:** Elizabeth Bing, *Six Practical Lessons for an Easier Childbirth*; Irwin Chabon, *Awake & Aware*; Donna Ewy and Roger Ewy, *Preparation for Childbirth*; Marjorie Karmel, *Thank You, Dr. Lamaze*; Fernand Lamaze, *Painless Childbirth: The Lamaze Method*; Karen Pryor, *Nursing Your Baby*

**REQUIREMENT(S) FILLED: Interim**

**ENROLLMENT: 30**

**MEETING TIME AND PLACE:**

9:00-11:30 a.m., O-103

■ **3508 PHYSICAL EDUCATION 401 Professional Course**

**SPORTS MOTIVATION (2 credits)**

**FROSTY WESTERING**

S-M is a stimulating and interesting workshop specifically designed for today's athletic coach or anyone involved in athletics. S-M is based on many new developments in psychology and athletics. Many winning ideas and techniques are presented on motivating individuals and teams, as well as methods of knowing and better understanding the attitudes and behavior of today's athlete. S-M is the key in assisting the athlete to strive for his maximum potential.

**ENROLLMENT: 30**

**MEETING TIME AND PLACE:**

10:00-12:00 a.m. (first week of interim); plus one Wednesday evening (7:00-10:00 p.m.) OA-102

■ **3514 PHYSICAL EDUCATION 491 Professional Course**

**INDEPENDENT STUDY (4 credits)**

**JOE BROEKER**

Independent study involving library or laboratory research. Includes both written and oral presentation of findings.



**3524 PHYSICAL EDUCATION 497A**

Professional Course

**RECREATION INTERNSHIP**

(4 credits)

**JOE BROEKER**

This program is designed to present an opportunity for the student to test and apply recreation principles through practical working experiences. Exposure to various methods, supervisory practices and programming are included. Students will intern in one or more public or voluntary recreation agencies. Approval of Mr. Broeker prior to December 1, 1974 is necessary.

**ENROLLMENT: 10**

**3526 PHYSICAL EDUCATION 497B**

Professional Course

**CORRECTIVE THERAPY INTERNSHIP**

(4 credits)

Veteran's Administration

Hospital, American Lake

**LOUIS SOUZA**

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

**ENROLLMENT: 7**

**RESTRICTIONS OR PREREQUISITES:**

Departmental approval required

**3528 PHYSICAL EDUCATION 497C**

Professional Course

**ORIENTATION TO THERAPY PROGRAMS**

(4 credits)

Internship at Veteran's

Administration Hospital,

American Lake

**LOUIS SOUZA**

This program is intended to provide an orientation into various therapeutic programs. These programs include physical therapy, occupational therapy and corrective therapy. Students will participate in one week of general orientation to these therapeutic programs and three weeks of more direct involvement in a specific therapy.

Participation in therapeutic planning, organizing, and conducting is available to the student.

**ENROLLMENT: 7**

**RESTRICTIONS OR PREREQUISITES:**

Departmental approval required

**3608 POLITICAL SCIENCE 307**

**POLITICS AND THE NOVEL**

**FRANCIS COLLINGE**

If there is anything we need explained to us these days it has to be politics. Viet-Nam, Watergate, The Middle East, the energy crisis—all seem to show a world that escapes ordinary understanding and defies normal controls.

Perhaps a deliberate re-shaping of social forms by a creative consciousness is what we need. Perhaps therefore it would be art that could explain or suggest important things to us about what we are and where we are going.

This course, through seminar discussion of common readings, will consider the ways in which one artistic form, the novel, might help us 1) analyze, 2) explain, 3) understand, 4) predict, 5) create the political structures and conflicts of our world. It will not judge the novels as art; indeed, some works read will be definitely bad literature. Rather the course will seek to ask whether the novel form can truly serve, as it would seem, to encompass basic models of and for man.

The precise program of reading will be decided upon by the class and might include forays into film and poetry for comparative purposes.

**PARTIAL BIBLIOGRAPHY:** Dostoevsky, *The Possessed*; Heller, *Catch-22*; Warren, *All the King's Men*; Stendahl, *Charterhouse of Parma*; Kafka, *The Castle/The Trial*; Howe, *Politics and the Novel*; Huxley, *Brave New World*

**REQUIREMENT(S) FILLED:** Interim

**COST IN ADDITION TO TUITION:**

Maybe \$10 to \$15 for film rental

**MAXIMUM ENROLLMENT: 20**

**MEETING TIME AND PLACE:**

9:00-11:00 a.m., X-107

**9562 POLITICAL SCIENCE 312**

**THE POLITICS OF EDUCATION**

(See Interdepartmental listing)

**3644 POLITICAL SCIENCE 313**

**CENTRAL AFRICA:**

**LAND, PEOPLE AND POLITICS**

(See Off-campus listing)

**3624 POLITICAL SCIENCE 318**

**CURRENT EVENTS ON THE**

**INTERNATIONAL SCENE**

**PAUL W. ULBRICHT**

In-depth study of current events in the field of international relations and comparative politics based on the analysis of domestic and English language foreign newspapers.

Rather than dealing mainly with approaches to foreign policy-making and foreign policy assessment, Interim 318 will provide an opportunity to study current events as reflected in the daily press. The instructor will give a running commentary on news items and will single out some of them as topics for in-depth study on which individual students will be asked to report. The course will be conducted as a seminar with emphasis on informed class discussion.

**BIBLIOGRAPHY:** *Christian Science Monitor*, *New York Times*, *Manchester Guardian*, *The Times of London*, *Sunday Telegraph*, *Peking Review*, *Jerusalem Post*, *Globe and Mail*, *Moscow News*, and other papers.

**REQUIREMENT(S) FILLED:** Interim

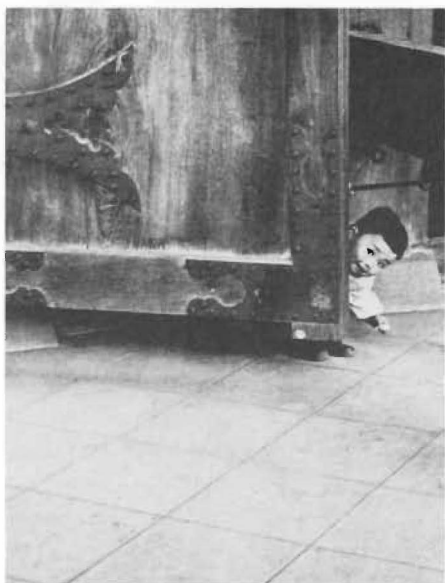
**COST IN ADDITION TO TUITION:** \$10

for newspaper subscriptions

**MAXIMUM ENROLLMENT: 25**

**MEETING TIME AND PLACE:**

1:00-3:00, X-112



**3638 POLITICAL SCIENCE 464  
INTERNSHIP IN THE  
LEGISLATIVE PROCESS**

**RICHARD CROCKETT**

Practical experience with the Washington State Legislature. Internship with a member of the Washington State Legislature; planned and supervised jointly by the legislator and a member of the Political Science faculty. (By permission of the department only.)

■  
**9560 PSYCHOLOGY 319  
INVOLVEMENT IN A  
THERAPEUTIC COMMUNITY**  
(See Interdepartmental listing)

■  
**3804 RELIGION 303  
JUDAISM AND CHRISTIANITY:  
THEN AND NOW**

**STEWART GOVIG**  
Judaism from 70 A.D., to the present. Topics such as Hasidism, the World War II Holocaust, anti-Semitism, the birth of the State of Israel, and current politics in the Middle East will be explored in an effort to gain a new perspective for Christians, and for the reduction of mutual ignorance and distrust between the Jewish and Christian believer. Films will be selected for the purpose of illustrating topics and personalities such as Elie Wiesel. Visits in Seattle and Tacoma will bring students in contact with a Reformed Temple, Temple Beth El (Tacoma), Rabbi Richard Rosenthal; and a Conservative synagogue, the Herzl-Ner Tamid Synagogue (Seattle), Rabbi Maurice Pomerantz. Seymour Kaplan, Anti-Defamation League, Seattle, will be a special lecturer. Individual student visits will be made to synagogue services and a term paper will be written on topics such as The Holocaust, Anti-Semitism Among Lutherans, Martin Buber and Religious Education.

**PARTIAL BIBLIOGRAPHY:** Basic text: Leo Trepp, *A History of the Jewish Experience*; LaVonne Althouse, *When Jew and Christian Meet*; Marcus Barth, *Israel and the Church: Contribution to a Dialogue Vital for Peace*; Dietrich Bonhoeffer, *Letters and Papers from Prison*; Alice and Roy Eckardt, *Encounter With Israel: A Challenge to Conscience*; Bernhard E. Olson, *Homework for Christians. Preparing for Jewish-Christian Dialogue*; Samuel Sandmel, *We Jews And Jesus*; Albert Speer, *Inside The Third Reich*; Elie Wiesel, *Night, Gates of the Forest*

**REQUIREMENT(S) FILLED:** Interim  
**COST IN ADDITION TO TUITION:** \$5.00 for films, plus expenses for Tacoma and Seattle visits

**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 10:00-12:00 a.m., IN-100

■  
**9554 RELIGION 306  
ON BECOMING HUMAN**  
(See Interdepartmental listing)







**3806 RELIGION 309  
BIBLICAL PROPHECY AND  
CONTEMPORARY "LAST DAYS"  
MOVEMENTS**

**WILLIAM L. JOHNSON**

The Bible places great emphasis on prophecy and the second coming of Jesus Christ. This course will concentrate on studying various interpretations of first and second Messianic advents in prophecy, especially the terms "day of the Lord" and "last days" from the prophets, Jesus, Paul and Revelation. Students will have the opportunity to review or learn the following four general areas: (1) the life of Christ in Messianic prophecies fulfilled and yet to be fulfilled, millennial theories, (2) contemporary "last days" movements, (3) conversion and salvation, (4) the active Christian life in today's world. Although class sessions will be scheduled for at least two hours daily, students should be prepared to attend lectures or make field trips on evenings and weekends. We will listen to tape recordings from various individuals and movements during certain class sessions. Students should plan on a heavy reading schedule selected from a prepared bibliography, (Bible, Hal Lindsey, Richard Hansen, Creation Research Society, Bill Bright, John Milton, Leon Morris, Salem Kirban, Walvoord, Ridenour, LaHaye, etc.) as well as from current magazines and newspapers.

**PARTIAL BIBLIOGRAPHY:** Paul Althaus, *Systematic Theology*; Carl Armerding, *Signs of Christ's Coming*; G. B. Caird, *The Revelation of St. John the Divine*; Charles R. Erdman, *The Revelation of John*; Richard Hansen, *The Future of the Planet Earth*; James Kallas, *Revelation: God and Satan in the Apocalypse*; Hans Lilje, *The Last Book of the Bible*; John Milton, *Prophecy Interpreted*; and also readings from Interpreter's Bible.

**REQUIREMENT(S) FILLED:** Interim  
**COST IN ADDITION TO TUITION:**  
Books approximately \$25.00

**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:**  
9:00-12:00 a.m., O-105

**3808 RELIGION 315  
THE CHRISTIAN QUEST FOR PEACE**  
(See Off-campus listing)

**3814 RELIGION 480  
(for core requirement)  
MAJOR CHRISTIAN THINKERS  
DIETRICH BONHOEFFER:  
MARTYR AND THEOLOGIAN  
DAVID R. KNUTSON**

An in-depth study of the life and thought of Dietrich Bonhoeffer, a 20th century Christian theologian who was executed by the Nazis for his involvement in the conspiracy to assassinate Adolph Hitler. In a sense Bonhoeffer's life and thought mirror or reflect each other. We will seek to understand this relationship, including the considerations that led him from a pacifist position to an overt resistance to the Nazis. Topics to be included: his understandings of Christ, Christian community and style of life, ethical theory and responsibilities, and the viability of the Christian faith in a secularized world. Format will include background lectures and

discussions on the readings. Requirements: one exam and three short papers on assigned readings.

**BIBLIOGRAPHY:** Dietrich Bonhoeffer, *Christology, The Cost of Discipleship, Ethics, Letters and Papers from Prison, Life Together*

**REQUIREMENT(S) FILLED:** core requirement in Religion.

**RESTRICTIONS OR PREREQUISITES:** One course in religion. (This course is designed primarily for religion majors or advanced students.)

**MAXIMUM ENROLLMENT:** 15  
**MEETING TIME AND PLACE:**  
8:00-10:00 a.m., A-212

**9564 RELIGION 490  
SENIOR SEMINAR:  
LITERATURE AND THEOLOGY**  
(See Interdepartmental listing)

**4404 SOCIOLOGY 301  
PREPARATION FOR MARRIAGE  
NEALE E. NELSON**

Preparation for Marriage offers a unique experience to students who are interested in the pragmatic experience of planning for marriage. Major themes to be studied will be determining the basis for marriage, sexuality, decision making, family and friends, and who carries out decisions.

The basic approach will be to establish an atmosphere of trust and openness through group process to provide the essential climate for learning what marriage really is.

While traditional patterns of marriage will be discussed, alternate marriage styles will be fully considered.

Class sessions will include some lectures but will move into group process including role playing, sharing experiences and evaluations of various styles of marriage. Guest lecturers will include clergy, bankers, lawyers, medical doctors, and marriage counselors.

Each student will have an opportunity to have a full hour interview with the instructor for personality analysis and individual marriage planning.

After the opening sessions on campus, the group will take a week-end cruise on the M. S. Christian to develop group consciousness and camaraderie.

During the month students will be expected to write a brief autobiography, formulate a proposed family budget, and prepare a statement of goals for marriage that reflect their own values.

**BIBLIOGRAPHY:** Nena and George O'Neil, *Open Marriage*; Herbert Otto, *The Family in Search of a Future*; Jacqueline P. Wiseman, *People as Partners*; Gwen B. Carr, *Marriage and Family in a Decade of Change*; Gordon F. Strib, *The Changing Family: Adaptation and Diversity*; Garrett Hardin, *Birth Control*

**REQUIREMENT(S) FILLED:** Interim  
**COST IN ADDITION TO TUITION:**  
\$18.00 for week-end cruise.

**INSURANCE NEEDS:** Required. See INSURANCE section  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:**  
10:00-12:00 a.m., O-106



**4448 SOCIAL WELFARE 303  
THE HUMAN SERVICES  
WILLIAM H. GILBERTSON**

A field observation-participation course intended for students not majoring in social welfare or sociology, offering firsthand 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. These journals will be submitted to the instructor from time to time and will be used as the basis for group discussions. Attendance at Rainier School from 9 a.m. to 3 p.m. daily is required.

Two late-afternoon or evening orientation sessions will be held for the students with the University 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.

Students will be assigned to "Unit Teams" within the institution made up of representatives from the various programs within the institution, i.e., social work, psychology, medicine, nursing, education, physical therapy, etc. Their primary instructor will be a member of that team. Ample opportunity will be provided, as needed, for seminars and group discussions.

**BIBLIOGRAPHY:** There will be a brief Bibliography of suggested readings which will be distributed to students during an orientation session to be held during the fall semester of 1974.

**REQUIREMENT(S) FILLED:** Interim  
**COST IN ADDITION TO TUITION:** The individual student will be responsible for the cost of transportation to and from Rainier School.

**INSURANCE NEEDS:** Required. See INSURANCE section

**MAXIMUM ENROLLMENT:** 30

**4408 SOCIOLOGY 305  
MEN IN AMERICAN SOCIETY  
MICHAEL COMTE**

Historical and anthropological view of the development of the male role; study of the accepted characteristics and definitions of masculinity and their suitability and appropriateness in American society today, an in-depth examination of male sex role characteristics such as competitiveness, dominance, aggressiveness, emotional inexpressiveness, occupational and economic consideration; male to male relationships; and, study of the socialization process on male children (toys, games, limit setting, and discipline), adolescent young men (dating, athletics, academics), and adult males. Much of the subject matter will consist of contemporary sociological, psychological, and anthropological writing in this area (see bibliography).

The format will include lectures and large group discussion of the concepts contained in the readings and other subject matter. In addition, small group discussions will allow for more depth in the study of the subject matter and will permit discussion on how the subject matter personally relates to each student and to that student's attitude and value systems. Aside from the extensive reading that will be required, each student will be required to submit a paper reflecting his/her interest in and study of a particular topic of the male role. An oral presentation of the paper before the class may be required. The feasibility of the oral presentation is dependent on class size.

**BIBLIOGRAPHY:** Charles Ferguson, *The Male Attitude*; Margaret Mead, *Male and Female*; Betty and Theodore Roszak, *Masculine/Feminine*; plus selected supplementary materials

**REQUIREMENT(S) FILLED:** Interim  
**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:** 1:00-4:00 p.m., A-219

**4414 SOCIOLOGY 307  
THE UNPUBLISHED CRIMINAL:  
THEMES FOR A NEW CRIMINOLOGY  
W. DWIGHT OBERHOLTZER**

Many of the most significant and illuminating dimensions to crime go unnoticed, unpublished in the newspaper accounts, the traditional criminology texts, the official files, and, most importantly, in the public conclusions about crime, the criminal and American society. Much of this overlooked, sometimes suppressed information is now surfacing in what is being called a "New Criminology." This relatively recent "school" of thought interprets criminal behavior more as a social and legislative creation than as the product of an individual's "moral weakness," "pathological personality," or "spiritual depravity." The fact that 75% of all persons serving sentences in the U.S. in the 1950's could not have been jailed fifty years earlier because no laws then existed for what is called now their criminal activity illustrates the way in which societies manufacture crime. The New Criminology consistently underscores this social and highly relative construction of crime.

We will spend January investigating the sense and nonsense of this viewpoint both in class and out. A formal paper which reflects your personal evaluation of these recent suggestions will be required at Interim's end. The course will involve wide exposure not only to the library literature but also to community corrections professionals, exconvicts, present prison inmates, and local correctional facilities. The daily schedule will vary depending upon the visitation arrangements, the outside presentors and the class's needs, but the morning will be our primary meeting time. If you have the unusual desire to expand your mind, indeed, to shatter what you may now take for granted, this can be a good course. I can hope for that. Your energetic participation can better guarantee it.



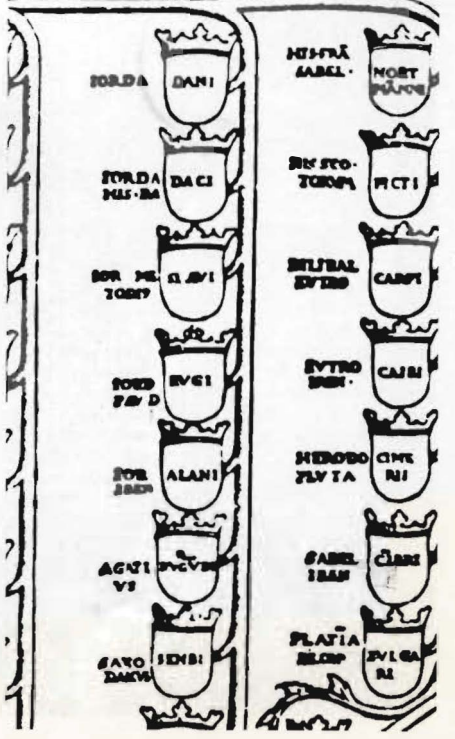
**BIBLIOGRAPHY:** Dennis Chapman, *Sociology and the Stereotype of the Criminal*; Aaron Cicourel, *The Social Organization of Juvenile Justice*; Jack Douglas (Ed.), *Deviance and Respectability: The Social Construction of Moral Meanings*; Richard Quinney, (Ed.), *Criminal Justice in America: A Critical Understanding*; Richard Quinney, *The Social Reality of Crime*; Edwin Schur, *Labeling Deviant Behavior: Its Sociological Implications*

**REQUIREMENT(S) FILLED:** Interim  
**COST IN ADDITION TO TUITION:**  
 Whatever books the students wants to buy; several will be suggested and available in the Bookstore; the Library's Reserve Shelf will be adequate for those without book funds. Minimal transportation costs will be shared by the group.

**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:**  
 9:00-12:00 a.m., X-112



**OLAVS.GOT.BENIGNO.LECTORI**  
 AOPTIME LECTOR SCANDIANATS  
 VD. PLI. ALTERORIS TERRARV ET A IO  
 GOTHAC PAVLODYA VAGIA STE OFFICI  
 VAPPELLAVR FLVU IQ. PVIVT. ONISSCRI  
 IVRBATES TAVREXEA IST. AR APVU IV  
 IV AQVA. XREVTILE PVTAVI. NOIA ALIQVA  
 IVIDE EGRESSAR SVBIECTA PAGINA TVICAR  
 VALF.



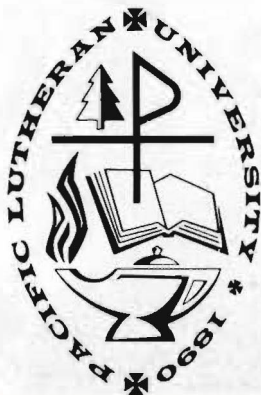




FURTER

“The past is but the beginning of the beginning,  
and all that is and has been  
is but the twilight of the dawn.  
A day will come  
when beings who are now latent in our thoughts  
and hidden in our loins . . .  
shall laugh and reach out their hands amid the stars.”  
H. G. Wells  
“The Discovery of the Future.”

Design — PAUL L. PORTER  
Director of Publications  
Type Composition — MARY ANN SHERWOOD  
Photographic Services — KEN DUNMIRE  
DAREL ROA  
Printing — PRINT NORTHWEST



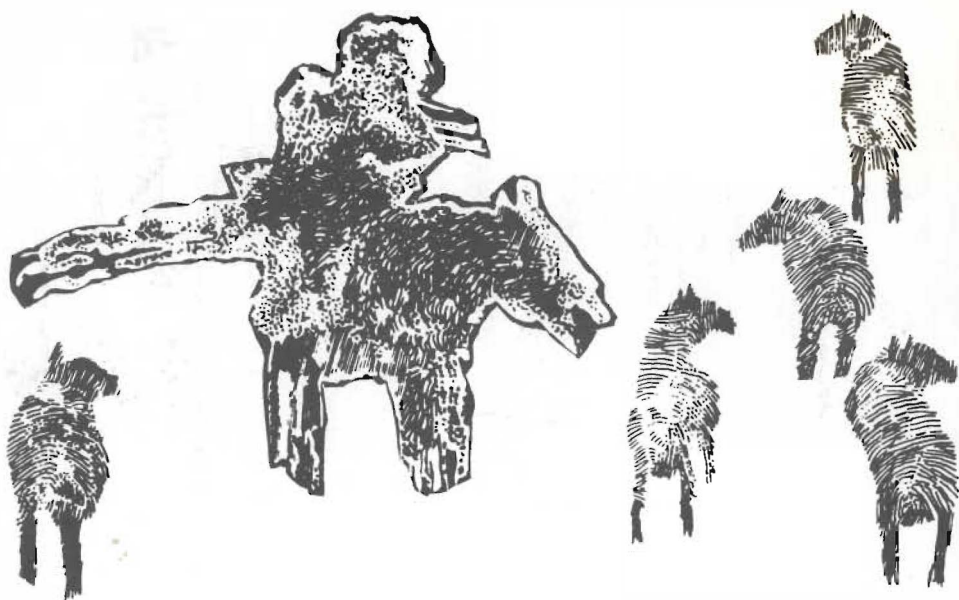
PACIFIC LUTHERAN UNIVERSITY

INTERIM  
SUPPLEMENT  
1975

JANUARY 6-31

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DISCOVERY



**0405 ART 305  
CRAFTS WORKSHOP  
GEORGE 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 moderately small to life 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, Plastic Resin, Mold Making, and Paper Mache. Both majors and non-art majors are encouraged to enroll in this course.

**REQUIREMENT(S) FILLED:** Interim  
**COST IN ADDITION TO TUITION:** \$25.00

**MAXIMUM ENROLLMENT:** 15  
**MEETING TIME AND PLACE:** 9:00-12:00 noon, IN-134, Open studio in the afternoon.

**0628 BUSINESS ADMINISTRATION  
443  
INFORMATION PROCESSING  
CHARLES PETERSON**

Please note that this course has been changed to 1526 EDUCATION 450 INFORMATION PROCESSING and is being taught by A. Nicholson.

**1404 ECONOMICS 309  
NORWAY'S EXPERIENCE  
WITH DEMOCRATIC SOCIALISM**

Please note that this course does *not* fulfill the economics elective for the Bachelor of Business Administration degree.

**1526 EDUCATION 450  
INFORMATION PROCESSING  
A. NICHOLSON**

This course was originally listed as 0628 BUSINESS ADMINISTRATION 443 INFORMATION PROCESSING to be taught by Charles Peterson. The description has not changed.

**1824 FOREIGN LANGUAGES 303  
1834 FOREIGN LANGUAGES 325  
(for Core requirement)**

**THE SACRED AND THE SECULAR:  
A THEMATIC SURVEY OF  
MIEVEAL LITERATURE  
DAVID P. SUDERMANN**

Please note that this class has been CANCELLED.

**1826 FOREIGN LANGUAGES —  
GERMAN 307  
1836 FOREIGN LANGUAGES —  
GERMAN 326  
(for Core requirement)**

**TRANSFORMATIONS OF FAUST  
PAUL WEBSTER**

Please note that this class meets the core requirement in literature or foreign language requirement, Option II or III.

**2806 NURSING 311  
BODY LANGUAGE  
ROBERT BURK and CEL MASON**

The objective of the course is to assist the individual in developing sensitivity to himself and others as they sit, stand, walk and talk. Focus will be on non-verbal communication. Guest lecturers, staff and students will attend and participate in seminars and experiential exercises. Selected experiential labs following theory input and discussion are planned. A ten minute oral presentation and a term paper correlating labs will be required.

Topics and assignments will include: Introduction, Body Image, Self Observation with the use of Audio-Visual Technology, Spatial Distance, Self-Awareness through Movement, Touch, Psychology of Dress, Disapproval and Rejection Behavior, Approval and Acceptance Behavior, Language of the Dance, Projection of a Part, Socio-Cultural Factors that influence how we use our bodies, Postures of Worship, Experiential Labs, Oral Report of ten minutes from each student, Term Paper and Evaluation.

**BIBLIOGRAPHY:** Henry H. Caliro and Gerard T. Nierenberg, *How To Read a Person Like a Book*; Julius Fast, *Body Language* (as text); Moshe Feldenkrais, *Awareness Through Movement*

**REQUIREMENT(S) FILLED:** Interim  
**MAXIMUM ENROLLMENT:** 40  
**MEETING TIME AND PLACE:** 1:00-3:00 p.m., A-215

**2814 NURSING 450  
SELECTED CLINICAL PROBLEMS 1  
MARY MELLQUIST**

Selected clinical problems in the nursing care of medical-surgical patients. Among the problems discussed are nursing assessment, criteria for determining priority of patient needs, principles for planning nursing care for groups of patients, emergency and resuscitative nursing measures, and current trends in community and hospital planning for emergency nursing activities. Three hours of class and individually arranged laboratory experiences.

**REQUIREMENT(S) FILLED:** Nursing 450

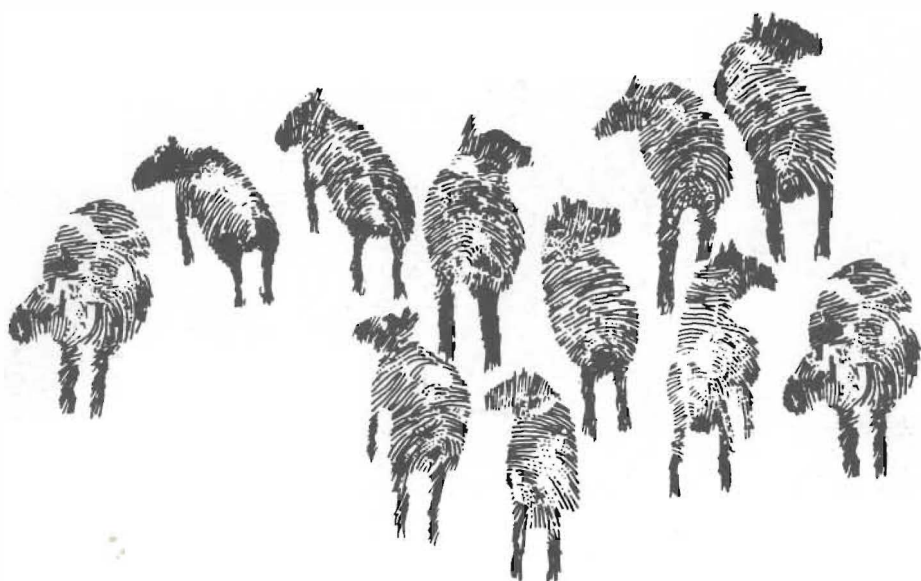
**RESTRICTIONS OR PREREQUISITES:** Senior standing and 363 and 372. Health clearance card.

**COST IN ADDITION TO TUITION:** None. Must have own transportation.

**INSURANCE NEEDS:** Liability insurance required. (May be obtained through School of Nursing Office.)

**MAXIMUM ENROLLMENT:** 9 students  
**MEETING TIME AND PLACE:** Didactic sessions: Monday and Tuesday, 9:00 a.m. - 3:00 p.m., IN-106; Clinical experience: Wednesday and Thursday, 7:00 a.m. - 3:30 p.m., St. Joseph Hospital





### 3425 PHYSICAL EDUCATION 213

Activity Course

1 semester hour credit

#### PERSONAL DEFENSE FOR WOMEN SARA OFFICER

An activity course designed to help women understand how best to protect themselves. The emphasis will be on preventive measures and common ways to get help. There will also be some time spent on ways to break holds, to counter-attack and to fall safely. The course is *not* a karate, judo, etc., course. It is a common sense course designed to help women stay out of personally dangerous situations and to teach them positive reaction if they do find themselves in a hazardous position.

**INSURANCE NEEDS:** Recommended

**MAXIMUM ENROLLMENT:** 25

**MEETING TIME AND PLACE:** Daily  
7:30-8:45 a.m., Olson Balcony

### 3429 PHYSICAL EDUCATION 236

Activity Course

1 semester hour credit

#### SYNCHRONIZED SWIMMING CAROL AUPING

This course is designed to develop the basic skills of synchronized swimming. Special attention will be given to strokes and stroke modification — including combinations and patterns; the various types of sculling and their uses; the fundamentals of the various stunts and techniques; and routine composition.

Students will be working individually to develop the skills, with their partners and small groups as they begin to synchronize movements. They will be given an opportunity to work with a variety of rhythms in stroking, sculling and stunt patterns. At each stage of the learning they will be provided with the experience of creating movement sequences either individually or in groups.

It is hoped that this course would not only develop skills and knowledge of synchronized swimming but also an interest in swimming as a leisure time activity. The enjoyment of physical activity will also be encouraged; and hopefully, the desire to continue an on-going program of physical activity can be developed.

**BIBLIOGRAPHY:** Betty J. Vickers, *Teaching Synchronized Swimming; Aquatic Artist; Official Synchronized Swimming Handbook*

**REQUIREMENT(S) FILLED:** Activity Class — ¼ of core requirement in physical education.

**RESTRICTIONS OR PREREQUISITES:** Students must meet low intermediate swimming ability requirements.

**MAXIMUM ENROLLMENT:** 24

**MEETING TIME AND PLACE:**  
9:15-10:30 a.m., Swimming Pool

### 3435 PHYSICAL EDUCATION 256

Activity Course —

1 semester hour credit

#### FUTEBOL (SOCCER FOR MEN AND WOMEN) or "THE MAKING OF A PLAYER/COACH/REFEREE

JIM DUNN

Initial attention in this course will be given to the student's development of beginning through intermediate soccer skills. Regular opportunities will be available to practice and evaluate one's skill level. In addition to learning those basic essentials necessary to play "futebol," two special segments (elementary aspects of coaching and refereeing) will be included to enhance one's understanding and enjoyment of the world renowned sport called soccer. Opportunity for films, guest lecturers and field trips are planned.

**BIBLIOGRAPHY:** Irvin R. Schmid, et. al., *Skills and Strategies of Successful Soccer*; Jane A. Molt, *Soccer and Speedball for Women*; Eric Batty, *Soccer Coaching and the Modern Way*; Alan Wade, *Soccer: Guide to Training and Coaching*; Hubert Vogelsinger, *The Challenge of Soccer: A Handbook of Skills, Techniques, and Strategy*; Eric Batty, *Soccer Coaching the Modern Way*; Jane Molt, *Soccer for Women*; Stanley Lover, *Soccer — Rules*

**REQUIREMENT(S) FILLED:** University requirement (basic core) 1 credit hour

**RESTRICTIONS OR PREREQUISITES:** Students must have soccer or tennis shoes and P.E. gear

**MAXIMUM ENROLLMENT:** 15

**MEETING TIME AND PLACE:**  
9:00-10:00 a.m., Fieldhouse

### 3446 PHYSICAL EDUCATION 306

4 semester hours credit

"WIND SEEKING" —

#### INTRODUCTION TO SAILING

PHILIP BEAL, assisted by

A. J. LAUER and FRANK ROWAN

The course will introduce the student to basic concepts of sailing in addition to providing actual experience in handling a 26' sloop. Class room time will cover the theory of sailing and how a sailboat moves; basic nomenclature and the use of lines, winches, and other rigging; different types of sailboats and sails; sailing techniques; basic boating safety; rules of the road; marine law; navigation; mooring and docking; maintenance and upkeep; the use of radio; basic use and care of motors; weather forecasting; and a brief introduction to racing.

The methods of study will include lectures, reading, class discussion and actual experience in handling a sailboat under power and sail. Guest speakers will be utilized in particular technical areas as well as the selection of films. A field trip will also be attempted for the purpose of becoming familiar with a variety of actual sailboats and sailing facilities. Textbook assignments and examinations will cover material designed to give a student a basic working knowledge of a sailboat.



**BIBLIOGRAPHY:** Richard Henderson,  
*Hand, Reef and Steer*

**REQUIREMENT(S) FILLED:** Interim  
requirement

**RESTRICTIONS OR PREREQUISITES:**  
None. Prefer no previous sailing experience  
and no history of seasickness

**COST IN ADDITION TO TUITION:**  
Approximately \$20 to cover fuel costs, use of  
the vessel and transportation. Warm clothing  
and rain gear may be needed along with boat  
shoes or tennis shoes.

**INSURANCE NEEDS:** None (vessel is  
covered by hull and liability insurance).

**MAXIMUM ENROLLMENT:** 20

**MEETING TIME AND PLACE:**

Classroom: 9:00-12:00 noon, E-122; Sailing:  
9:00-12:00 noon and 1:00-4:00 p.m. as  
assigned

■  
**3508 PHYSICAL EDUCATION 401**

**SPORTS MOTIVATION**

**FROSTY WESTERING**

Please note that the MEETING PLACE  
has been changed to O-103

■  
**3444 PHYSICAL EDUCATION 305**

**FAMILY CENTERED CHILDBIRTH**

**PAUL HOSETH**

Please note that the MEETING PLACE  
has changed to O-102

■  
**3638 POLITICAL SCIENCE 464**

**INTERNSHIP IN THE**

**LEGISLATIVE PROCESS**

Please note that the instructor for this  
internship will be Wallace Spencer instead of  
Richard Crockett.

■  
**3814 RELIGION 480**

**MAJOR CHRISTIAN THINKERS—**

**DIETRICH BONHOEFFER:**

**MARTYR AND THEOLOGIAN**

**DAVID R. KNUTSON**

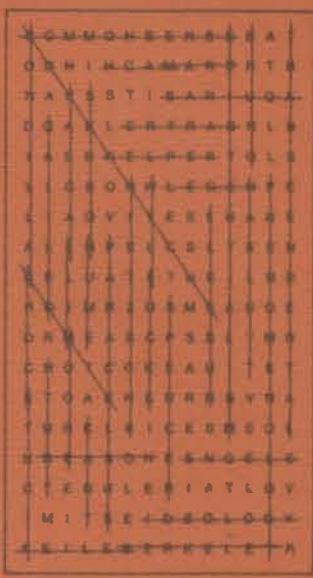
Please note that the MEETING TIME  
AND PLACE for this course is changed to  
10:00-12:00 a.m. in L-106.

■  
pattern poem by  
Reinhard Dohl, 1965  
drawing by Paul L. Porter



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18-19,21	Paul Porter
22	poem by E.E. Cummings, "In Just- spring" poem by Robert Frost, "Design" poem by Robert Creeley, "I Keep to Myself Such Measures"
25	poem by Anne Sexton, "Unknown Girl in the Maternity Ward" poem by E.E. Cummings, "since feeling is first"
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