

PACIFIC LUTHERAN UNIVERSITY

STRATEGIES FOR PEACE

INTERIM 1990

January 8 - February 2







You are holding in your hands an invitation to adventure. Be it adventure in foreign countries, travel to alien areas of academic pursuit or unorthodox ways of completing a GUR, Interim at Pacific Lutheran University is designed to stimulate your curiosity, encourage your creativity, and broaden your experiences -- all this and earn credit too!

We of the Interim Committee are very enthusiastic about our theme "Strategies For Peace." It is a theme of vast possibilities with global, national, and personal implications. This Interim provides you with an opportunity to study strategies for peace not just as they relate to war or political concerns, but also as they relate to health and health care, history, media, religion and inner peace, to name just a few.

This year as part of our stronger emphasis on our central theme, we have integrated our enrichment program in cooperation with other campus organizations to further thought, participation, and enjoyment throughout the learning community, both inside and outside of course work. Our catalog is organized around the theme, and courses will be grouped by discipline, relationship to theme, and whether or not they are on or off campus.

As always, this Interim we have much to offer, so jump in and try something new and unusual. After all, adventure begins with risk, and there is nothing more fun and rewarding than adventure. PEACE

THE INTERIM COMMITTEE

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Professor of Biology

Lawrence Gold, Chair

Assistant Professor of Art

Janet Herman-Bertsch

Assistant Professor of Nursing

Gloria Martin

Writing Center Director

N. Christian Meyer

Professor of Math

Dwight Oberholtzer, Jr.

Professor of Sociology

Judith W. Carr

Interim Director

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

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ADDITIONAL ON CAMPUS COURSES

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ESCI 318	The Geology of North America Through the Eyes of John McPhee; J. Whitman (4)	27
ECON 150	Principles of Economics; S. Brue (4)	27
ECON 331	International Economics; D. Vinje (4)	27
EDUC 319	School Practicum: Reading; A. Mallon (4)	27
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MUSI 311	A Guide to Classical Music; G. Youtz (4)	30
MUSI 318	Songs of Norway; B. Poulshock (4)	30
MUSI 436	History of Organ Building; D. Dahl (2)	31
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NURS 312	The Surgical Experience; F. Gough (4)	31
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GENERAL INFORMATION

THE INTERIM REQUIREMENT:

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

Students should complete at least one 300-320 Interim requirement by the end of their sophomore year.

CORE REQUIREMENT:

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

MAJOR REQUIREMENTS:

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

ELECTIVES:

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

UPPER DIVISION REQUIREMENT:

Courses numbered 300-320 will not meet the upper division requirement. However, courses numbered above 320 will meet the requirement.

INDEPENDENT STUDY OPTION

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

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

Procedure: The student completes a proposal on a form provided by the Interim Director (A-103.) The proposal must then be approved by a supervising instructor and by the dean of the instructor's department or school. The student is responsible for submitting the proposal, with the instructor's and dean's signatures, to the Interim Director (BY NOVEMBER 1.) The Interim Committee will act on the proposal as soon as possible.

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

PLAN OF ACTION:

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

TRAVEL IN JANUARY:

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

GUIDELINES FOR INTERIM EXCHANGE OPPORTUNITIES:

PLU Students:

The exchange program offers students the opportunity to study during January in many other parts of the country. Students interested in such programs will find catalogs available in the Office of the Interim Director (A-103). Requests for applications to participate in an exchange on another campus should be directed to the same officer prior to December 1. There is usually a \$10.00-\$20.00 non-refundable application fee payable to the host institution.

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

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

The Interim tuition fee will be paid by exchange students to the home institution (PLU students pay PLU). Board and room fees will be paid at the host institution according to its fee schedule. Reminder: On-campus PLU students have paid for Interim room along with their fall payments. If a student chooses to participate in Interim exchange elsewhere, the PLU board fee for January will not be charged.

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

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

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

Visiting Students:

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

PLU will waive tuition for students from other institutions that have agreed to accept PLU students on a tuition waiver exchange basis. In the event that such a waiver agreement is not possible, there will be a charge of \$1270 for each 4-5 hours taken (\$265 for each hour in excess of 5).

Exchange students must also send a non-refundable \$15 application fee with their application. On-campus housing is required so that exchange students may participate fully in the many special activities offered during Interim. Although the final application deadline is December 1, students are urged to apply earlier since classes and dormitories tend to fill. Exchange applications should be sent to Dr. Judy Carr, Interim Director, Pacific Lutheran University, Tacoma, WA, 98447.

STUDENT-INITIATED COURSES:

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

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

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

For forms and further information, please see the Interim Director, A-103.

NON-CREDIT ENRICHMENT PROGRAM:

During the Interim, students and faculty alike share their time, skills and knowledge with each other in a program of educational enrichment. There has been instruction and interest sharing in such varied areas as Swahili, sailing, back massage, Christian growth and evangelism, kite-making, job search techniques, bread baking, grass roots politics, and beledi (belly dancing). If you would like to contribute your time and talent or would like to make a special request for the scheduling of an event during Interim, please contact the Interim Director, A-103.

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

NEW STUDENT AND EXCHANGE STUDENT GET TOGETHER:

If you are a new student during Interim or an exchange student, join us the evening of January 7, (Sunday) at 6:00 p.m. in the Regency Room of the University Center. There will be an orientation to the campus and geographic area, and a chance to meet some PLU students while enjoying refreshments and entertainment.

UNIVERSITY CHAPEL:

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

Chapel will meet every Wednesday during Interim (January 10, 17, 24, 31) from 4:30-5:00 in the Regency Room of the University Center.

The theme for Interim 1990 is Christ is our Peace (Eph. 2:14).

ATHLETIC EVENTS AND RECREATION:

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

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

SHARE THE WEALTH:

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

REGISTRATION DATES:

Off-campus courses:

October 9

Continuing Students:

November 6-15

Changes in Registration:

After November 15

General Public Registration:

After November 15

Continued Registration/Changes

January 10

Class schedule will be confirmed at the time of registration.

SPECIAL PROCEDURES FOR OFF-CAMPUS REGISTRATION:

Secure off-campus information forms from directors of individual off-campus courses. Complete registration as noted above. You will be required to pay 10 percent of the cost (tuition excluded) to hold a place in the class at the time of registration. Please present your 'Payment Schedule for Off-Campus Special Fees' when making a deposit or payment. (These forms are available from the instructor.) FINAL PAYMENT (excluding tuition) MUST BE PAID BY DECEMBER 1ST. IN THE EVENT THAT SPECIAL FEES ARE NOT PAID BY THE DEADLINE, STUDENTS WILL NOT BE PERMITTED TO ATTEND. Tally cards are required of all off-campus courses. Note other specific payment deadlines listed in the course descriptions. Tuition charges are due on the first day of class. Note that some off-campus courses have special deadlines that differ from the general requirements listed above.

EXPENSES/REGULAR FEES:

TUITION

Pacific Lutheran University bases its tuition on a Cost Containment Plan (CCP) which provides for a maximum of 35 credit hours for the 1989-90 academic year at a cost of \$9360.00. This can be broken down by terms as follows: Full-time students (those taking 12 or more hours in a regular fall or spring semester) will be charged \$4350.00 for 12-16 hours plus \$265.00 for each hour in excess of 16. Interim full-time students (those taking 4-5 hours) will

be charged \$1270.00 plus \$265.00 for each hour in excess of 5. These charges (for those who stay within the blanket range of 12-16 hours for fall and spring and 4-5 hours for interim) if totalled by term equal \$9970.00. To reduce this total to the CCP maximum rate of \$9360.00 for up to 35 hours, an adjustment will be applied to the student's account. This adjustment is called the CCP Spring Discount.

CCP Spring Discount is an adjustment which allows for any combination of regular hours during the academic year up to 35 hours, for a maximum charge of \$9360.00. This adjustment (if when applicable) will show on the account at the spring semester prebilling in late November. Students who do not take interim generally will not receive the CCP Spring Discount. Students participating in a Study Abroad Program during the academic year are not eligible for the CCP Spring Discount.

Example #1	Fall	Interim	Spring
Credit Hours 35	13	5	17
CCP Tuition Rate	\$4350	\$1270	\$4350
Excess Hours Rate	-0-	-0-	\$ 265
CCP SP Discount	-0-	-0-	(-\$ 875)
TOTAL: \$9360	\$4350	\$1270	\$3740

Example #2	Fall	Interim	Spring
Credit Hours 35	17	-0-	18
CCP Tuition Rate	\$4350	-0-	\$4350
Excess Hours Rate	\$ 265	-0-	\$ 530
CCP SP Discount	-0-	-0-	(-\$ 135)
TOTAL: \$9360	\$4615	\$ -0-	\$4745

Example #3	Fall	Interim	Spring
Credit Hours 35	16	4	15
CCP Tuition Rate	\$4350	\$1270	\$4350
Excess Hours Rate	-0-	-0-	-0-
CCP SP Discount	-0-	-0-	(-\$ 610)
TOTAL: \$9360	\$4350	\$1270	\$3740

Graduate Students will be charged at the rate of \$297.00 per credit hour and are not eligible for the Cost Containment Plan or the CCP Spring Discount. Graduate students are those who hold an undergraduate degree.

Part-time Students (1-11 credit hours per semester) will be charged at the rate of \$297 per credit hour and are not eligible for the Cost Containment Plan or the CCP Spring Discount adjustments.

Special Course Fees: A few specialized courses, e.g., Physical Education, Art and Private Music Lessons, require the payment of a special course fee in addition to the tuition charge.

ROOM AND BOARD

The University requires that all single, full-time (12 or more semester hours) students room and board on campus unless the student is living at home with parents or legal guardians, is 21 years of age or older during the current semester, or is of senior status (90 semester hours). All exceptions to this policy must be addressed to the Residential Life Office regarding room and the Food Service regarding board.

BOARD. \$130

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

ROOM. \$150

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

For students who register early, before January 8, the total fees for the Interim are due before the beginning of classes. Payments can be made at the Business Office; bank cards are accepted. Early payments are encouraged and will result in early financial clearance. For those students who register after January 8, 1990, the full payment for the Interim is due at the time of registration.

SPECIAL FEES:

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

TUITION REFUND RATES:

100% refund. January 8-9
No refund. After January 9

RIGHTS AND RESPONSIBILITIES:

Upon registration, the student and his or her parents or legal guardian, as the case may be, agree to accept the responsibility and legal obligation to pay all tuition costs, room and board fees, and other special fees incurred or to be incurred for the student's education. The University, in turn, agrees to make available to the student certain educational programs and the use of certain university facilities, as applicable and as described in the catalog. A failure to pay all University bills shall release the University of any obligation to continue to provide the applicable educational benefits and services, to include statements of honorable dismissal, grade reports, transcript of records, diplomas, or preregistrations. The student shall also be denied admittance to classes and the use of University facilities. Under certain circumstances student paychecks may be applied to unpaid balances. All accounts 60 days delinquent may be turned over to a collection agency.

Pacific Lutheran University does not discriminate on the basis of sex, race, creed, color, national origin, age, or handicapped condition in the educational programs or activities which it operates and is required by Title IX of the Education Amendments

of 1972 and regulations adopted pursuant thereto, by Title VII of the Civil Rights Act of 1974, and by Section 504 of the Rehabilitation Act of 1973 not to discriminate in such manner. The requirement not to discriminate in educational programs and activities extends to employment therein and to admission thereto. Further information is available in the general university catalog.

INSURANCE:

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

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

1. All foreign students.
2. All students participating in off-campus Interim courses or courses with field trips extending overnight.
3. All students enrolling in ski class, ski club, or other club sports.
4. All nursing students.
5. All PLU students attending school elsewhere as Interim exchange students.
6. All students in any course for which required insurance coverage is noted in the catalog.

COMPUTER FACILITIES:

The Computer Center's offices are located in the southeast corner of the lower floor of Mortvedt Library. The facility houses DEC VAX 6210, VAX 6220, and MicroVAX II computers. Two large academic user rooms provide access to the VAX system and to IBM-PC's. Only the Memorial User Room will be open during Interim. It will be open seven days a week, except January 15 (Martin Luther King, Jr., birthday holiday.)

Approximately 50% of the user room operating hours are designated as times when no charging will be in effect. Charging for computer use will be made only during historically heavy use times. The following is a schedule of free computing times:

Monday to Thursday:

- 7 am to 10 am
- 12 pm to 2 pm
- 5 pm to 7 pm
- 11 pm to 1 am

Friday:

- 7 am to 10 am
- 12 pm to 2 pm
- 6 pm to 8 pm (Memorial)

Saturday to Sunday:

- 12 pm to 6 pm

The charge for connect time for both the PC and VAX terminals will be \$.50 per hour.

CREDIT AND COURSE LOAD:

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

The maximum course load during the Interim is 1-1/4 courses (5 semester hours). A student may not register for more than 5 semester hours unless given special permission by the Interim Director and by all instructors involved on a course overload form provided by the Interim Director's Office (A-103). Permission for a course overload will not be granted without careful review of each requestor's case.

GRADING:

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

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

COURSE NUMBERING:

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

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

BUILDING SYMBOLS

A	(Hauge Administration Bldg.)
E	(Eastvold)
G	(Memorial Gym)
H	(Harstad Hall)
I	(Ingram Hall)
L	(Library)
M	(Math Building)
O	(Olson Auditorium)
P	(East Campus)
R	(Ramstad Hall)
S	(Rieke Science Center)
X	(Xavier Hall)

DAY CODES:

M	- Monday
T	- Tuesday
W	- Wednesday
R	- Thursday
F	- Friday
S	- Saturday

LIBRARY HOURS:

Monday through Thursday: 8 a.m. - 11 p.m.
Friday: 8 a.m. - 9 p.m.
Saturday: 10 a.m. - 9 p.m.
Sunday: 11 a.m. - 11 p.m.

FOOD SERVICE HOURS:

University Center:

Breakfast: 7:00-9:30 a.m.
Lunch: 11:30-1:15 p.m.
Dinner: 4:00-6:15 p.m.

Columbia Center Coffee Shop:

Lunch: 10:15-2:15 p.m.
Dinner: 5:00-7:00 p.m.
Closed on weekends.

BOOKSTORE HOURS:

Monday through Friday:
8:30-5:00 p.m.
Extra Hours:
January 8: 8:30 a.m.-6:30 p.m.
January 9: 8:30 a.m.-6:30 p.m.

If you have specific textbook needs at other times please phone 535-7665 during regular bookstore hours and arrangements will be made to serve your needs.

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

NOTE: There will be no classes on Monday, January 15 in celebration of Martin Luther King, Jr., Birthday holiday.

PROCEDURES FOR OFF-CAMPUS REGISTRATION:

Registration for off-campus courses will begin October 9th. Students interested in taking an off-campus course during Interim should follow these guidelines:

1. Make an appointment with the professor conducting the tour to obtain information. Leave your name, address, and telephone number. Some instructors will advertise interest meetings in the Campus Bulletin.
2. TALLY CARDS ARE REQUIRED FOR REGISTRATION IN ALL OFF-CAMPUS COURSES. Tally cards are available through the instructor.
3. Complete all forms applicable in your case (the instructor will distribute forms for insurance, liability, medical, etc.). Return these forms to the instructor.
4. Please note that special fees are payable December 1, 1989. These fees are in addition to tuition and are for the purpose of paying any extra expenses incurred by off-campus courses (such as airfare, lodging, etc.) As a general rule, you should plan to meet full cost of the study-tour for which you've applied by early November. Deposits are not refundable after December 1. In the event that the balance is not paid by December 1, you will not be permitted to attend.
5. Present a 'Payment Agreement' form to the cashiers at the Business Office whenever making a payment on special fees. Payment Agreements are distributed by the instructor.
6. Direct all inquiries regarding the above procedures to the professor conducting the tour.



THEME-RELATED OFF CAMPUS COURSES

BUSINESS IN CHINA - 1990

BUSA 319
4 semester hours
W. Yager

One of the most promising Strategies for Peace since the days of Marco Polo has been the recent opening up of the People's Republic of China. This course will take place at the Guangzhou Institute of Foreign Languages, one of the largest educational institutions in China and the site of an intensive, exciting adventure into the realm of current Chinese international business practice.

The largest of all nations, with one in four of the world's population, the Chinese dragon is predicted by many to become a global economic power without peer. The Chinese economic and political reformation begun in 1979 has unleashed historically unprecedented interest in this vast, fascinating country, with its ancient cultural roots, struggling to become modern.

The curriculum will focus on five areas: Chinese Culture and Background (current customs, ancient and modern history, cultural, physical and economic geography), Chinese Economic Development (controlled capitalism within the socialist system, special economic zones, infrastructure, the four modernizations), Doing Business with China (foreign investment, importing, exporting, patents, licensing), Functional Strategies in China (banking and finance, manufacturing, plant tours, distribution, port visit, promotion and pricing, management practice), and Chinese Culture Experience (regional cuisine demonstrations and cooking classes, Chinese language and calligraphy, and cultural tours).

Students will be evaluated on the basis of the quality of participation in each course segment, a daily journal, and a summary paper.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required

GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
\$1,975.00; includes airfare, lodging, food, planned tours.
SPECIAL REQUIREMEN : Final payment due October 31.
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 25

INNER CITY - MULTICULTURAL PRIVATE EDUCATION FIELD EXPERIENCE

EDUC 318
4 semester hours
R. Mulder & N. Nokleberg

This field experience has been introduced to provide opportunity for students to become aware of the expanding need for teachers who are skilled in meeting the challenges of the inner city private education population

The Lutheran Schools of Southern California are providing Lutheran Colleges and Universities throughout the nation a unique opportunity for students to be introduced to the socio-cultural inner city private Christian school setting. A special feature of this field experience will be the student's full immersion in an inner city private school at the grade level of his/her choice. Students will be assigned to a school with a cooperating teacher and will live with a parish host family. They will observe classes and participate in all educational activities.

Placement in a school and living arrangements with a host family is the responsibility of the Director of Southern California Lutheran schools, DeAnn Ricketts. Evaluation by the cooperating teacher and supervisor will be based upon the quality of participation, growth and performance in instructional activities, daily journal and required project.

The School of Education requires a completed application form signed by the student and a mandatory tally card from the instructor. Organizational meetings and orientations will begin in November, so applications and registration must be completed by November 10, 1989.

Enrollment is limited to students who have been formally accepted into a School of Education program.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: A, B, C, D, E

COST IN ADDITION TO TUITION:
\$250.00; includes surface transportation and a payment to the host family to defray expenses. The student is responsible for transportation roundtrip to the Los Angeles area.
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 20

MOROCCO: TOUR OF THE KASBAH

MATH/COMA 311
4 semester hours
R. Benkhalti & G. Wilson

Because of its distinguished situation in geography and history, Morocco has been a leader in peace and reconciliation for centuries. It is both a very Mediterranean and a very African country. It is an Arab country, and recently the site of a Jewish congress. Morocco was the first nation to recognize the independence of the United States and recently celebrated two hundred years of uninterrupted friendship with the U.S.

We shall arrange lectures on the history, language, geography, and religion of the country. We shall experience first hand Morocco's art, architecture, culture and cuisine. This course provides the student an opportunity for an intensive experience in a foreign, non-European country under the guidance and instruction of a native of that country and speaker of four languages.

Travelogues, guides for what to pack, and so forth will be distributed before departure.

The itinerary will include travel to Fes, Rabat and Marrakech. We will leave the 6th of January and return the 27th of January. At the end of the course each student will present a paper of his or her choice on some facet of Morocco (history, geography, religion, language, art, architecture, culture, etc.).

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
\$2,095.00; includes airfare, housing, land transportation, two meals a day.
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 20
ORGANIZATIONAL MEETING January 3,
2:00 - 4:00 p.m., M-111

LONDON! A CULTURAL TOUR

MUSI 300
4 semester hours
C. Knapp

In this cultural tour of one of the oldest and most perennially exciting cities in the Western world we do our best to savor as complete a cross-section as possible of the many artistic and historical offerings with which the metropolis tempts its visitors. We will try to experience as many of the intriguing things to see, hear, and do as is feasible in 10 days.

From landing at the Heathrow Airport, plans are to go directly to Windsor Castle for a tour of this legendary castle and its charming town. The next day will begin with a half day's guided tour of London where we will get a bird's eye view of the great city. Beginning the next day, the London Underground (subway) and walking will be our primary mode of transportation for a more complete tour of London which includes Buckingham Palace and the Changing of the Guard, Scotland Yard, Houses of Parliament, Piccadilly Circus, Hyde Park, Speaker's Corner, Madame Tussauds, Tower of London, London Bridge, Our Lady of Threadneedle Street (financial district), the London Stock Exchange, and many other famous places of interest.

Museums to be included on the tour are the British Museum of Natural History, National Gallery of Art, Victoria and Albert Museum, Tate Gallery and the Wallace Collection. The cathedrals and churches to be seen include St. Paul's Cathedral, Westminster Abbey, and Southward Cathedral. The London cathedrals are, of course, unrivaled.

Plans are to visit Stratford-on-Avon, Bletheim Castle and Oxford, recognized as great cultural and historical sites.

We will attend a performance each evening of an opera, ballet, symphony concert or a play held at such places as the Queen Elizabeth Hall, Royal Festival Hall, the Coliseum, and the many London Theatres. London boasts of some of the finest performances to be found. Tickets are already secured for the musical "Les Miserable".

The first week of this course will prepare students, on campus, for an extensive tour of the London area. We will study the operas, ballets, symphonies and plays that we will see. Students will compile a journal which will include the places visited. Tentative plans are for a short tour of Paris and The Louvre.

Bring your cameras! In this scenic and historical city, opportunities for the amateur photographer are virtually limitless! There will also be free time to browse and shop in the many interesting shopping districts that London boasts!

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
\$1,495.00; includes airfare, housing, breakfasts, tickets to most performances and museums; does not include lunches and dinners
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 8:30 - 11:30 a.m. M-F, 1/8-1/12, E-122

INTERIM ON THE HILL

PHED 301
4 semester hours
S. Officer

This course provides a unique opportunity to understand some of the problems of homeless people as they are manifested in Tacoma's Hilltop area, and to contribute in a small way to relieving a few of those problems. We will spend the mornings working to refurbish transitional housing units under the control of the Martin Luther King Ecumenical Center. This means we will clean, paint, repair, and refurnish units which are used to house some of the more stable families. This will be hard physical work. The afternoons and some evenings will be spent learning, both academically and personally, what it means to be homeless. We will look at the Christian's call to service and relate it specifically to our community, we will serve meals, help in emergency shelters, talk with the people, and try to get an understanding of the "homeless." It will be a life-changing opportunity for us to live out a commitment to others, and an opportunity to learn a great deal about ourselves, and about people who are homeless. If we are to contribute in some way toward peace, perhaps it should begin in our community.

The first expectation is for an open mind, and the second for your willingness to work hard on the projects and participate fully in the experience. Assignments will be readings to guide the development of a journal of each student's personal experience during this month. Each student will also write one homeless person's story.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
Car-pool to downtown Tacoma
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 15
ORGANIZATIONAL MEETING January 8,
8:30 - 11:00 a.m., A-217

THE PEACEABLE COMMUNITY: JANUARY AT HOLDEN VILLAGE

RELI/MUSI 303
4 semester hours
K. Grieshaber & R. Stivers

Holden Village is a retreat center of the Lutheran Church. It is nestled in a scenic valley over 3,000 feet up in the Cascades above Lake Chelan. Interim there is a unique academic and personal experience. The focus will be on community as the locus of ethical inquiry and personal integration. Using actual case studies, the learning community will explore the possibilities of groups as resources for reducing personal and social conflicts and developing integrity. Controversial ethical issues, such as, euthanasia, abortion, conscientious objection, the environment, gender, and poverty, will provide the grist for dialogue. Daily group discussions and collaborative projects using art, drama, and writing will be the mills for conflict resolution and new personal integrations. Evaluation will be based on short papers, group projects, and class participation.

Then there is Holden in January! An average ninety inches of snow for the month, the rumble of distant avalanches (none has ever come into the village), cross country skiing, music, worship, good humor, a close-knit community - all the ingredients are there for a "once in a lifetime" experience.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
\$535.00; includes room, board, and all transportation
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 25

ADDITIONAL OFF CAMPUS COURSES

RENAISSANCE ART HISTORY IN FLORENCE AND ROME

ART 310
4 semester hours
R. Brown

The roots of our modern society can be found in the culture of the Italian Renaissance. This course will allow students the opportunity to experience the great monuments of the Renaissance *in situ*, in the centers of Florence, Rome, and Milan.

The course will follow a specific itinerary, beginning in Milan. Major emphasis will be on the monuments of Florence. Day trips from Florence will explore Siena, Orvieto, and Pisa. Toward the end of the course we will travel to Rome to experience the major works of the High Renaissance.

Informal lectures will be held daily in preparation for each day's experiences. Required reading material will familiarize students with the culture, and a final paper will be required.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
\$1,500.00; includes transportation and room & board
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 20

NATURAL HISTORY OF HAWAII

BIOL/ESCI 307
4 semester hours
D. Hansen & S. Benham

The Hawaiian Islands are an active museum of geology and tropical island plant and animal life. The islands, the most isolated in the world, have native plants and animals, 95% of which occur nowhere else. Their evolution in such isolated conditions has made them fragile and subject to disturbance by humans and introduced plants and animals. Beginning with the Polynesians and continuing through Captain Cook to today, the native marine and terrestrial plants and animals have been increasingly impacted; many species are extinct and many more are in danger from overcollecting, competition and destroyed habitat.

This course is designed to introduce the non-science oriented student to the geology of the Islands and the unique Natural History of Hawaiian terrestrial and marine ecosystems, and how they have been impacted by humans.

The major portion of the course (21 days) will be spent on the Island of Hawaii. Hawaii, the youngest island of the chain, is still growing. Kilauea, the most active

volcano in the world, has been active during 1988-1989. This creates a natural laboratory to see some of the earth's most spectacular volcanic events and how plants and animals adapt and adjust. The Island of Hawaii rises to over 13,000 feet, the highest island in the Pacific, presenting contrasts of habitat from warm tropical water and beaches to snow capped peaks.

The first day will be spent in class at PLU. January 9 - 11 will be spent on the Island of Oahu in Honolulu to visit the Bishop Museum, which houses collections of the human history as well as the natural history of the Islands, and Hanauma Beach State Park where a coral reef habitat will be examined. Housing for the major portion of the course (January 12 - February 2) will be spent at various locations on the island of Hawaii. Trips will be taken to windward and leeward beaches and to rainforests, volcanic sites and other areas of interest.

Students will need to provide sleeping bags and personal items, along with rain gear and jackets as nights can be cool on Hawaii at higher elevations (50 degrees), and sometimes rainy. Snorkeling gear is also required.

Students will be expected to participate in daily activities and are required to write an individual paper on some aspect of Hawaiian Natural History. There will be an organizational meeting prior to registration on January 8 (all day) to introduce Hawaiian Natural History.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
\$1,300.00; includes transportation and room & board
SPECIAL REQUIREMENT: Non-refundable deposit of \$100.00 due by October 31, 1989
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 20
ORGANIZATIONAL MEETING, January 8, S-108, 8:00 a.m. - 4:00 p.m.

AUSTRALIA WALKABOUT

CHEM/ENGL 310
4 semester hours
S. Tonn & C. Bergman

Australia has the controversy and excitement of a young nation and a new frontier. It has mineral and timber resources that are under development, an emerging high technology industry, and a population that is mainly urban. Australia also has the world's strangest flora and fauna, and a very inequitable natural distribution of its most precious resource, water. Toss in its heritage of rugged settlers who came to "open" a continent and an aboriginal population who arrived many thousands of years earlier and there are many superficial similarities to our own country.

While travelling through the country on "walkabout", we will study the Australian environment as well as the many human impacts to this environment. The itinerary will include travel to Sydney, Canberra, Cairns, as well as through rural areas including a glimpse at the northern outback. We will visit several national parks and wildlife reserves, the Snowy River water scheme, aboriginal sites, and a tropical island. We will see kangaroos, emus, possums, koalas, platypuses, eucalyptus, and maybe even saltwater crocodiles. We will visit a wide range of Australia's natural ecosystems: the tropical and subtropical rainforests in a thin rim along the coast, the highland tundra, the vast savannahs, the inland desert and the coral reefs. Along the way we'll also examine human impacts: air and water pollution, logging, and development pressures. There will be no shortage of summer sunshine and any rainstorms will probably be spectacular. Accommodations will vary from hotels to hostels to outback camping. Much of the trip will be spent with Australian guides, hosts and companions.

Students will be expected to participate in all scheduled activities, and will keep a trip journal. An examination on introductory readings and lectures will be given early in the trip, and a final exam will be given just before we return home. An introductory lecture on the course and the PBS Nature series on Australian wildlife will be scheduled in December.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
\$3,000.00; includes airfare, housing, museums, one concert, & most meals
SPECIAL REQUIREMENTS: \$100 to reserve a place in class (non-refundable after October 1, 1989, first payment of \$1000.00 required for tally card, final payment due November 20, 1989, and no refunds after December 1, 1989 unless an alternate is found.
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 32

INTERIM IN THE COUNTRY: A FIELD EXPERIENCE IN RURAL EDUCATION

EDUC 303
4 semester hours
J. Zylstra & R. Mulder

This course is designed to provide potential teachers with an introduction to unique classroom-related, school-related, and socio-cultural factors that exist in small schools in rural areas. These may include such things as split grade level classes, multiple preparations in different subjects, limited resources and/or equipment, cultural and professional isolation and high community involvement in the school.

A special feature of this course is the student's full immersion in the social,

cultural, and educational dimensions of a small rural town. Students will be assigned to a school with a cooperating teacher in their subject matter or grade level choice, and will live with a host family in the school district. They will observe classes and participate in instructional activities as agreed upon by them, their cooperating teacher, and supervisor. One-half day each week will be spent visiting a different school. Weekly seminars will provide regular opportunities for discussing experiences, sharing and gathering ideas, and mutual support. Evaluation in the class will be based on attendance at the school to which the students are assigned, on field trips and at seminars; participation in the seminar discussions; performance on an observation/interview guide included in the handbook; and the integration of theory and practice reflected in a daily journal.

Placement in a school and with a host family is the responsibility of the School of Education and requires a completed application form signed by the student. Application forms, and a mandatory tally card, are available from the instructor. Organizational meetings and orientations will begin in November, so applications and registration must be completed by November 10, 1989.

Enrollment is limited to students who have been formally accepted into a School of Education program leading to certification to teach.

This course is part of a larger cooperative pilot project involving Pacific Lutheran University, Adna School District (Lewis County), and the Washington Superintendent of Public Instruction. The purposes of the project are to broaden and enrich teacher preparation, and to enhance rural education.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION:
\$125.00; includes \$100.00 fee to help defray expenses of host family & \$25.00 for transportation
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 12

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

ENGL 314
4 semester hours
D. Seal

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

"On the Road Again" will be an intensive study of reading and writing travel literature. We will begin by reading some of the century's best travel writers: Graham Greene, Bruce Chatwin, V.S. Naipaul, Paul Theroux, Ernest Hemingway, William Least

Heat Moon, and others. We will read about travel writing with the help of Paul Fussell's Abroad. And we will probe the psychological reasons why men and women need to get away, whether for a day, a week, a year, and what they expect to have accomplished when they return. The lectures will be supplemented with slides and videos from the instructor's recent year of traveling throughout Asia, Africa, and Europe.

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

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

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:

There will be individual travel expenses for each student dependent upon the travel itinerary selected.

INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 2:00 - 4:30 p.m., M-F, X-203

THE SHAPE OF THE LAND

ESCI 301
4 semester hours
B. Lowes, D. Foley

Most of us have been thrilled by vistas of imposing mountain ranges, the remote sweep of the desert southwest, the tranquil spread of the Blue Ridge or thunder clouds over the Badlands and prairies. Landforms are an obvious expression of the country's geologic underpinnings; geomorphology is the fascinating exploration of the interaction of rocks and erosional forces such as water, wind and ice, that sculpt the form of the land. North America is adorned with a limitless variety of landscapes produced from many combinations of geology and erosion. Regionally, we may distinguish a number of classic environments ranging from youthful mountain terrains carved by glaciers and streams, to interior river systems that drain and supply the continental heartland, to deserts of the southwest, and beyond to the coastal fringes fighting the continual depredations of wind and waves. In each region, the subsistence

of humankind is constrained to varying degrees by the present landscape. In all of these areas, familiar processes operating through the millenia have arrived at the present landforms, which are still changing today.

This course will be held at White Pass and will involve lectures and laboratory exercises. The lecture topics will cover river, desert, glacier and shoreline systems, and the forms of the land that these erosional agents create as they interact with different ages and types of underlying rocks. Map interpretation skills will be emphasized in laboratory exercises. Readings will be assigned from appropriate books.

Evaluation will be based on participation in class discussions, laboratory exercises, and examinations.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards are required. This course is available to PLU Ski Team members in training at White Pass.
GRADING SYSTEM: H, P, NC
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: White Pass Ski area. Time and exact location to be arranged.

THE EXPEDITION EXPERIENCE

PHED 306
4 semester hours
D. Ryan

"The Expedition Experience" is an interdisciplinary course designed to combine physical education and outdoor skills while pursuing academic research. The participants will organize and carry out their own research-oriented expedition of approximately 6 days duration. Location, itinerary, and goal setting will be determined during the first week of Interim. Students will prepare physically, logistically, and academically for their decided goals.

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

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

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: A,B,C,D,E

COST IN ADDITION TO TUITION:
\$45.00; covers transportation costs, group equipment, and incidental expenses
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-F, (except during the week of the expedition) X-203

THE CARIBBEAN - PAST & PRESENT

PHED 317
4 semester hours
M. Rice

The Caribbean is a fascinating area, rich in history. From the Spanish galleons to the pirates of the Caribbean to Cuba to Grenada, a surprising number of world-changing events have occurred in this region.

The two-fold purpose of this course is to become a competent sailor while learning the history of the region. Students will explore exciting ports of call first hand aboard luxurious chartered sailing yachts.

Concentrated lectures covering primarily sailing technique but also history of the region will begin Monday, January 8 from 10:00 a.m. - 12:00 noon and from 2:00 - 4:00 p.m. and conclude Friday, January 12. There will be a final meeting on Wednesday, January 31 from 10:00 a.m. - 12:00 noon for turning in of assignments and taking the final exam.

Students will fly to Tortola in the British Virgin Islands on Sunday, January 14 and spend one night at a hotel before boarding one of three Beneteau 51 foot sailing yachts for eight (8) days and seven (7) nights (Monday, January 15 through Monday, January 22). The Virgin Islands is blessed with warm, peaceful waters, short distances to landfalls and steady trade wind breezes making it an idyllic area to learn to sail. The people and the political situation is as stable and gentle as the breeze.

Each yacht will carry seven students and one instructor. Students will be housed aboard, double occupancy, in plush staterooms, each with separate bathroom and shower. The yachts will sail together (maybe some informal racing!?) and rendezvous together each night at the next exotic anchorage. One or two gorgeous areas will be visited each day. Students will rotate assigned positions daily to learn all aspects of sailing and navigation. Morning sessions will also be given aboard explaining the history of each area visited. However, time will be allotted to relax, contemplate and swim or snorkel/scuba in the warm, crystal clear water including a dive of the famous wreck of the RHONE. Snorkeling gear and windsurfer is included.

After disembarking the yacht on January 22, students will take a water taxi to St. John, camping out for one week at pristine Cinnamon Bay. Morning sessions (Tuesday, January 23 through Saturday, January 26) will be spent in lectures

discussing historical aspects of other areas of the Caribbean. Afternoons will be open for water sports, hiking and sightseeing. The group will return to Seattle on Monday, January 29.

There will be required reading in both main topics. A multiple choice sailing exam, and an essay history test will be given on January 31. Students are also expected to turn in a journal of their trip.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: A, B, C, D, E
COST IN ADDITION TO TUITION:
\$1,350.00; includes yacht charter, 1 night hotel, instruction, liability insurance, campground and food and beverages on board yacht only. Airfare and food at campground and hotel is extra. Airfare is approximately \$600./person.
SPECIAL REQUIREMENT: 50% deposit due by Sept. 23, 1989; balance by Dec. 1, 1989
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 21
MEETING TIME AND PLACE: 10:00 - 12:00 noon and 2:00 - 4:00 p.m., 1/8 - 1/12 and 10:00 - 12:00 noon on 1/31, O-106

LOGIC AND SCIENCE IN THE SERVICE OF JUSTICE: CURRENT FORENSIC SCIENCE IN SHERLOCK HOLMES' LONDON

PHIL 302
4 semester hours
J. Nordby

In civilized society, murder is considered the ultimate crime. Gladstone once remarked "Show me the manner in which a nation cares for its dead, and I will measure with mathematical exactness the tender mercies of its people, their respect for the laws of the land, and their loyalty to high ideals." In this course, we will intensively study applications of logic and science to solve homicides. We will also examine the non-scientific standards that such solutions must meet to be admissible in court. This will gain an appreciation for "the tender mercies, respect for law, and loyalty to high ideals" that Gladstone mentions by studying homicide investigation in its moral, religious, legal, and scientific aspects.

We begin with an intensive study of tactics, procedures, and forensic techniques. We will tour the Pierce County Medical Examiner's Office, and learn about medico-legal death investigation. Students will learn basic human anatomy, basic medical and legal terms, and develop a personal perspective on the ethical and religious dimensions of homicide investigations. Students will observe death in explicit detail from a scientific perspective, yet not deny the deep feelings associated with the experience.

January 15 we leave SeaTac for London. We will study at Hendon Metropolitan Police Training School, where we will take a version of their Forensic Scene of Crime Course. We will tour New Scotland Yard, and visit the famous Black Museum. We will tour the Metropolitan Police Forensic Science Lab, and visit the Museum of Pathological Specimens Dept. of Pathology at Guy's Hospital, London.

Armed with insights from these experiences, we will follow a homicide case from crime scene analysis through the forensic science lab. We will observe a full forensic autopsy, learning the protocols and analyzing their logical force. We will then follow a case through the coroners courts, observe the civil courts, and visit the crown court, "Old Baley."

Accommodations will be typically British student quarters (bring a heavy sweater). Travel in London will be by "Tube" (subway), "Lorry" (bus), or walking. We will have one cultural event of either classical music or jazz at the Albert Hall (bring some good clothes). Side trips in search of 221B Baker street are a distinct possibility. Saturday, January 27 we leave London and arrive at SeaTac late that afternoon.

The final week we will discuss the forensic sciences in the United States, evaluate the relationship of scientific and legal explanations in the U.S. and in the U.K., and analyze the concepts of immortality, justice, and the problem of evil raised in homicide investigations.

Students will be required to keep a journal of their reflections, to produce a paper analyzing one of the philosophical issues raised by practical homicide investigations, and to participate actively in discussions.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
Approx. \$1,500.00; includes airfare, food, lodging & theatre. (may be subject to change)
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 10
MEETING TIME AND PLACE: 10:00 a.m. - 4:00 p.m., 1/8 - 1/12 and 1/29 - 2/2, A-209A

THE SILENT WORLD: AN EXPERIENCE IN DEAF AWARENESS

SIGN 302
4 semester hours
J. DeSherlia

This Interim will be divided into two areas of study, American Sign Language and the deaf culture. It is designed to introduce students, particularly prospective teachers, social workers, and nurses, to the world of the hearing impaired.

Deaf people are no longer hiding behind closed doors, but are out in the work force in greater numbers. Because of this, it is essential for students to understand the effectiveness and special abilities of the deaf individual. Class time will be allocated to deaf awareness which will include cultural issues, deaf education, sociology and psychology of the deaf.

After gaining some understanding in these areas, students will be expected to put together a paper in which they will project themselves into a career field of their choice, and explain how they could work effectively with deaf clients or co-workers. This allows students to put to use all aspects of both knowledge of deaf culture and beginning sign language skills. Each student will also be expected to keep a daily journal. Special attention will be given to gain a basic understanding and appreciation of American Sign Language. Also included will be the manual alphabet. At the end of this Interim students should be able to carry on a basic conversation with a variety of deaf individuals. As signing skills continue to improve, each student will choose individual signing projects for classroom presentation.

The beauty of the ocean shore will be the setting for the last two and a half weeks of Interim. Students will spend their days and nights living and experiencing the silent world of the deaf. Participants are encouraged to bring outdoor equipment. For those nights around the fireplace, do not forget to bring Pictionary. Try playing that in sign language! Students will have the opportunity to put to use immediately what they have learned. There will be lots of group interaction to keep signing skills primed.

These activities will be done through lectures, homework assignments, group discussions, movies, and various learning activities. Participation in and out of the classroom will be a vital aspect of this course. Prior to leaving campus, students will meet January 9, 10, and 11 from 2:00 - 5:00 on Tuesday, Wednesday, and Thursday. These meetings will prepare students for the rest of the course. Students will be involved in lectures, language building, and various homework assignments. Students will then return to campus on February 1 and 2 for final wrap-up. Students will be at the Sandpiper Resort, January 15 - 31.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
\$300.00; includes lodging, food and gas
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 22
MEETING TIME AND PLACE: 2:00 - 5:00
p.m. M-F, A-214

THEME-RELATED ON CAMPUS COURSES



PROMOTING PEACE THROUGH TOUCH - AN INTRODUCTION TO MASSAGE

APHS 317
1 semester hour
M. Carpenter

This course is designed to explore the achievement of PEACE - THE STATE OF TRANQUILITY, QUIET, HARMONY - through touch. Touch can bring about dramatic changes in the body - relaxation, restoration, regulation, regeneration. The main focus of the course is on the use of massage for relaxation. Participants will have an experiential introduction to massage which will include the purposes, effects, principles, procedures, attitudes and techniques for and uses of effleurage, petrissage, friction, and tapotement, with application to the back, extremities, head and abdomen.

This course is open to any student that is willing to ATTEND AND PARTICIPATE IN EVERY CLASS. Students must provide a three ring binder for the syllabus and their own massage oil AFTER THE FIRST DAY of the course. Hands on participation begins in the first class.

Each student will 1) give a brief oral report on a preassigned section of Ashley Montague's book: The Human Significance of Skin or Touch Therapy by Helen Colton, and 2) be responsible for identifying preassigned major muscles in one area of the body or major bones in one area of the body.

BIBLIOGRAPHY: Lidell et al, The Book of Massage

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 10
MEETING TIME AND PLACE: 4:10 - 6:00 p.m., M-R, R-317

GUEST ARTISTS

Johanna Bogadottir and Ragnhildur Stefansdottir are visiting artists from Iceland whose work is regularly shown internationally. Their courses will offer students the opportunity to work with artists from another culture, and to learn something about that culture in the process. Surely, one fosters world peace through international cooperation.

Because the landscape, the weather, and the ancient culture of Iceland all exert strong influences upon Icelandic art, both courses will begin with a brief introduction to Iceland by means of illustrated lectures. The work of some other contemporary Icelandic artists will also be briefly discussed.

DRAWING IN MIXED MEDIA

ARTD 300
4 semester hours
J. Bogadottir

This course will focus upon large drawings in various and mixed media (acrylic, charcoal, pastels, oil paint, etc.) on paper, exploring the expressive possibilities of large two-dimensional formats.

During the first week, students will make sketches to be executed later in large formats, and will begin selecting materials in which they will work during the rest of the course.

Students with all levels of art experience - including none - are welcome.

Grades will be based mainly on skill development, class involvement and improvement.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$35.00
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00-4:00 p.m., M-F, I-128

SCULPTURE IN MIXED MEDIA

ARTD 301
4 semester hours
R. Stefansdottir

This course will explore the possibilities of making sculpture from found and "ready-made" objects and materials such as wire mesh, concrete, plaster, paper, fabric, iron, wood, or plastic. Students will begin by sketching ideas, then move on to realizing them in 3-dimensional form.

Students with all levels of art experience - including none - are welcome.

Grades will be based mainly on skill development, class involvement and improvement.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$35.00
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00-4:00 p.m., M-F, I-138

MULTIPLE VIEWS: PEACE

ARTD 303
4 semester hours
D. Cox

This is a studio art course dealing with contemporary issues both personal and global in nature, including the topic of "Peace." The culmination of the course will be the production of a limited edition of fine art prints ('multiples') in either wood or linoleum block printing.

The course will present a survey of issues of interest to artists throughout history along with their unique visual solutions. A portion of the time will be devoted to the strengthening of student drawing abilities, building confidence in transferring ideas to two-dimensional surfaces in a convincing fashion (sketching). The final state of topics interesting individual students will then be the transferral of these sketches to the media of printmaking in the Relief Printmaking Process.

Students should gain a working knowledge of the Block Printing process, appreciate the history of the relief print and understand the basics of strong drawing.

Grades will be determined on the basis of studio work, class involvement (effort), improvement, creativity. No previous art experience necessary. Enthusiasm, interest and curiosity are the keys.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION:
\$20.00
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00-12:00
noon, M-R, I-124

HUMAN GENETICS AND BIOETHICS

BIOL 310
4 semester hours
S. Zweifel

Only in the past several decades has human genetics become a flourishing discipline. Firmly rooted in the science of general genetics, it has vastly expanded our self knowledge. Combined with the medical sciences and their increasingly sophisticated techniques for diagnosis, prognosis, and treatment, human genetics provides tremendous opportunities to alleviate human suffering. But its growth has also spawned social, political, and legal problems that will not easily be solved. This course will examine at a basic level some of the current topics in the field of human genetics including treatment of inherited disease and gene therapy. More importantly, we will be discussing the impact that this new technology will have on our society.

In addition to the direct effect that biotechnology has on human genetics, we will examine some of the advances and problems that genetic engineering has brought as a whole. Advances in genetic engineering are bringing new variations of naturally occurring species to the research laboratory and into the field for testing and marketing. The course will focus on the ethical applications of this technology and the prospects for the future. In particular, what is our relationship with other lifeforms, and do we have the right to blend their form to our purpose?

This class will include a minimum of lecture, emphasizing reading and discussion of selected popular science articles. Writing assignments will be used as preparation for class discussion. Course evaluation will be based on participation in the class activities, a short term paper, and a final exam.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 -
12:00 noon, M-R, S-122

IMPACT OF MICROBES: FROM PLAGUES TO POSSIBILITIES

BIOL 317
4 semester hours
A. Alexander

Throughout human history infectious disease has been as crucial a factor as any other in the resolution of conflicts ranging from small-scale territorial skirmishes to warfare on a continental scale. In addition, some microbial diseases have emerged from time to time with devastating mortality rates, a high degree of disfigurement, or connotations of sin and punishment. In each era, collective self-image and the attitudes toward such diseases have been linked. On the other hand, at least since the beginning of recorded history, humans have enjoyed the more positive effects of microbial activity: fermented fruit and grain beverages, yeast breads of various sorts, and fermented dairy products.

In this course, we will study the extent of the influence of infectious diseases. This includes the ways in which the Black Death, malaria, smallpox, AIDS, and other maladies shape both political and cultural aspects of life. Since the latter half of the nineteenth century the majority of diseases caused by bacteria have been understood. Many of them have been successfully controlled, particularly in the technologically developed countries of the world. Significant viral diseases have been managed by vaccination. Smallpox has been eradicated; other viral diseases are targets for eradication. We will examine the aura of liberation induced by the control of debilitating infectious diseases.

In addition, researchers have achieved the detailed understanding of the lifestyles of many microorganisms. In part, this understanding has led to the development of the technology of genetic engineering. Since the Industrial Revolution, some important manufacturing processes have relied on microbial fermentations on a large scale. Genetic engineering greatly expands the possibility for the production of materials including, but not limited to, vaccines, drugs, and agricultural products. Conversely, this technology may also provide the power for deliberate destructive acts. What can we imagine will be the potential impact of such technology?

Class activities will include a minimum of lecture and will emphasize reading and discussion with fictional as well as non-fictional materials used as resources. In addition, films, laboratory activities, and guest speakers may be used as appropriate. Evaluation will be based on the quantity and quality of participation in the class activities. Writing assignments will be used as resources for class discussion, and a short term paper will be required. Attendance at no less than 85 percent of the hours the class meets will be required for a passing grade in the course.

BIBLIOGRAPHY: Zinsser, Rats, Lice and History; Sontag, AIDS and Its Metaphors; Camus, The Plague; Gest, World of Microbes, selected articles on biotechnology and biological warfare
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00 - 4:00
p.m., T-F, S-115

GRINGOS IN CENTRAL AMERICA: THE ECONOMICS, POLITICS AND ETHICS OF DOING BUSINESS WITH CENTRAL AMERICANS

BUSA 315
4 semester hours
R. Kibbey

"It's easy to do business here because the government isn't so uptight about things like they are in the states (North American industrialist in Honduras)." Foreign business has, with little exception, been welcomed and actively encouraged in Central America since the days of independence from the Spanish. This is a region where substantial, property-owning North Americans can drop in on the head of a National Ministry without thought of making an appointment.

A key reason for the encouragement of foreign business is that the affairs of the region have been ruled by a well remunerated local elite who are very much aware of the considerable benefit of foreign investment. Foreign presence has long been recognized and encouraged as the source of good things.

Unimpeded access to the regional economy has, in turn, been aggressively supported by the United States. The stated intention, particularly since the late nineteen-fifties, has been that the policy was geared to improve the economic and social conditions in the region and specifically to contribute to "...the steady improvement of the welfare of the people".

The overall intention was to encourage stability and peace in the region through economic development. The policy was based on clear theoretical positions. These are positions which still, today, underlie United States policy in the area. Have they failed? Is this the theory on which we want to continue building policy? Are there viable alternatives to present United States policy?

With prime focus on the post-World War II period, the course will survey the history of the region in order to highlight the role of European and North American business there. The economics, politics and ethics of doing business in Central America will be examined with the purpose of drawing functional conclusions.

Students will be expected to read, participate in class discussions, and participate in presentations based on reasearch topics. Evaluation will be accomplished through class participation, and presentations of research results.

The course will combine observations based on the personal experience of the instructor with the more rigorous analysis of the region provided by historians, economists and political scientists who have studied it in recent years. The instructor has lived in Central America and owned two business there. He presently counts himself among those who are doing serious academic studies of the region.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 9:00 a.m. - 1:00 p.m., MWF, A-219

THE BALTIC STATES: THE POWER OF PEACEFUL POLICIES

BUSA 317
4 semester hours
G. King & assisted by D. Farmer

The focus of this course is the peaceful evolution of freedoms in the Baltic states. The singing revolutions in Estonia, Latvia, and Lithuania are gaining unprecedented popular support. They are forcing a re-examination of the relationships of these countries with the Soviet Union and other neighbors. Here the reassertion of national value systems by poets, ecologists, and guardians of national cultures provide the intellectual leadership. There are calls for a massive policy change affecting Soviet plans for industrial development, preservation of local ecology, languages for doing business, local, interregional, and international trade, forms of business and other organizations. The very future of the Baltic nations is changing from day to day.

The course begins with a review of recent Baltic history, including the years of independence, World War II, Soviet domination under Stalin and his successors, the re-emergence of national cultures, and the policy issues faced by the Baltic nations in the 1980s. It is followed by a study of specific policy issues and formulations: 1) balance of independence, autonomy, and dependence in a command system in the sphere of political relationships, 2) the roles of the Communist parties, popular front organizations, independence movements, Interfront activists, and the institutions of central Soviet government and local and states organizations, 3) ecology and traditional values - national claims on national assets, 4) individual and group freedoms of choice and activities in the realm of personal beliefs and expression, 5) economic relationships in an economy dominated by centralized ministries; the potential of economic liberalization - preconditions to improvements, 6) demographic balance and preservation of

national identity - mobility limitations, 7) models for new societies.

The course concludes with group written reports formulating national policy on selected topics.

BIBLIOGRAPHY: Gundar J. King, Economic Policy in Occupied Latvia; Gundar King and Benita Jaundalderis, Living Standards in the Baltic Republics Under Brezhnev; Romuald J. Misiunas and Rein Taagepera, The Baltic States: Years of Dependence, 1940-1980
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 8:00 - 12:00 noon, MWF, A-221

INTENSIVE CHINESE: AN INTRODUCTION TO THE CHINESE LANGUAGE AND CULTURE

CHIN 301
4 semester hours
W. Hua

The Chinese language is one of the oldest languages in the world. Its earliest written records, pictographic inscriptions on oracle bones and tortoise shells, date from more than 3,000 years ago. It is also one of the world's major languages. At least one of five people in the world now speaks Chinese.

In this course students will learn to understand and speak putonghua, or Mandarin, in everyday situations. Students will also learn to read simple Chinese texts and to write approximately 200 characters. No previous knowledge of Chinese is expected.

The course content will be similar to that of Chinese 101, making it possible for interested students to continue with Chinese 102 in spring semester.

Besides learning basic communication skills in Chinese, students will be introduced to several aspects of the Chinese culture, such as the arts, food, and philosophy. Cultural activities will include learning Chinese folksongs, reciting classical Chinese poems, preparing Chinese food, seeing slides and films about China and the Chinese people. We will also make one trip to Seattle Chinatown for a taste of authentic Chinese cuisine.

Students will be evaluated on the basis of regular quizzes, tests, daily attendance and performance.

BIBLIOGRAPHY: Practical Chinese Reader, Book I; Chinese Character Exercise Book for Practical Chinese Reader, Book I
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$10.00 for cultural activities

MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-F, A-209B

PEACE WITH SELF: UNDERSTANDING PROCRASTINATION AND PERFECTIONISM

EDUC 300
2 semester hours
G. Minetti, A. Coglizer, P. Sargeant

Procrastination is not a phenomenon that happens by chance but a habit that is all too human. Procrastination can protect individuals from what may be unpleasant in their lives. It can help one tolerate some uncomfortable and frightening feelings or it can provide excuses for not attempting to complete a task. Regardless of the reasons for procrastination, the behavior can be self-defeating. It is felt by some authors that people who procrastinate are perfectionists often without realizing it. In an attempt to prove they are worthy, they strive to do the impossible, thinking they should have no problem realizing their goals. However, discouraged by the demands of the tasks, they then retreat by procrastinating.

Theory will revolve around discussions of fears (such as failure, success, separation, independence, the unknown), power, control, revenge, decision-making, self-concept and the characteristic role of the family. Curriculum will include the following: definition of perfectionism versus pursuit of excellence, discrimination in setting realistic standards and goals; advantages and disadvantages of perfectionism; identification of areas of activity in which perfectionism or procrastination occur; development of a cognitive process that enables one to moderate perfectionistic responses; development of skills that facilitate performance, self-esteem and effective time management.

Assignments will include completing self-surveys, working through the required book and participating in class discussion. Evaluation will be through a take-home exam, quizzes, projects, assignments and class attendance.

BIBLIOGRAPHY: J. Burka & L. M. Yuen, Procrastination; A. Coryn-Selby, Procrastinator's Success Kit
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 2:00 - 4:00 p.m., TWR, A-219

THE SEARCH FOR PEACE IN GOD'S SILENCE: FILMS OF INGMAR BERGMAN

ENGL 307
4 semester hours
P. Benton

Since the 1950's, Swedish writer-director Ingmar Bergman has been a major presence in international cinema. He is known both for his radical artistry and for the troubling depth of his psychological and religious concerns. His films celebrate our earthiness, the pain and laughter, hungers and joys of our being creatures of flesh. But they also work like cinematic poems, opening up what's beneath and around us: dream and memory, love and death, and everywhere the equivocal pressure of God's silence. These are challenging films, emotionally and intellectually. This is not a movie course for fun. It's for students ready to learn about the difficulties of finding personal and religious peace, and about a kind of art-film Hollywood doesn't make.

We'll study eight classic Bergman films, beginning with his delightfully romantic comedy, Smiles of a Summer Night. We'll enjoy - and be puzzled by - three "Gothic" films: The Seventh Seal, a symbolic tale of a Knight's quest for God in the midst of the Plague; Virgin Spring, concerning paganism and Christianity in medieval Scandinavia; and The Magician, a black comedy about faith, reason, and the illusions created by artists. A famous trilogy of films about God's silence is set in the modern world: Through A Glass Darkly, the moving story of a love-hungry young woman's drift into religious hallucinations; Winter Light, the cold and somber drama of a doubting Lutheran minister and his lover; and The Silence, the story of an innocent boy and two troubled women in an alien city where no one speaks their language. We'll conclude with Bergman's enduringly popular Wild Strawberries, in which old Dr. Borg is reborn at the edge of death, discovering peace while painfully reliving his past.

Classes will include lectures, discussion, and viewing the films, with small group sessions to work out personal reactions. We'll consider both Bergman's themes and his cinematography - images, camera work, montage, and so on. Students will read the screenplays and selected materials on Bergman, keep a daily journal, be prepared for quizzes and a final exam, and write a 5-page paper. Students majoring in Scandinavian Area Studies may use this as a cross-disciplinary or elective course if they write a 10-15 page paper, including library research.

BIBLIOGRAPHY: I. Bergman, Four Screenplays: Three Films: Virgin Spring

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-F, A 101

THE MYTH OF NAPOLEON

FREN 316
4 semester hours
M. Jensen

"Well, Prince, so Genoa and Lucca are now just family estates of the Buonapartes," remarks the Russian Empress's maid of honor to a visitor at the beginning of Tolstoy's War and Peace. Just as he bestrides Western literature's most monumental novel, so the figure of Napoleon Bonaparte has for almost two centuries maintained a grip on the European imagination. The aim of this course will be to explore some of the factors that account for the fascination the myth of Napoleon has exerted upon every generation that has followed him. In particular, we shall adopt philosophical, literary, and historical perspectives to analyze this phenomenon.

Philosophy. Do the great control events or are they mastered by them? Should world-historical individuals be held to different ethical standards than the rest of us? To what extent can we eliminate myth in studying history? The figure of Napoleon offers matter for discussing these and other philosophical questions of perennial interest.

Literature. A primary focus of the course will be upon literary images of Napoleon. Some great writers conceived of themselves as competitors of Napoleon and others were obsessed with his significance. Yet Napoleon disdained the literary arts, preferring to patronize painting, sculpture, and the art of public monuments. We shall discuss Napoleon's representations of literature as well as literature's representations of Napoleon and of the power of the Napoleonic legend.

History. The French Revolution aimed at establishing a Golden Age and unleashed wars of unprecedented extent; Napoleon dominated Europe militarily but his most lasting legacies are the institutions he established for civil society. The relation of these paradoxes will be studied by examining Napoleon's relation to the Revolution and to the general European order, as well as the ways the myth of Napoleon has been exploited in the phenomenon of Bonapartism, now a general term for military dictatorship. Students will read a short account of Napoleon's career and do brief research to get a grasp of the size of the Napoleonic bibliography.

All reading will be in English; no knowledge of French is required. Students will write a paper, either comparing two or more literary representations of Napoleon, or using the example of Napoleon to address one of the historical or philosophical issues raised in our discussions. In addition, two book reviews and a final examination will provide the basis for evaluation.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00 - 3:20 p.m., M-F, A-208

ELEMENTARY GERMAN

GERM 300
4 semester hours
R. Swenson

One of the most effective strategies for peace is the ability to communicate with other peoples. In view of the inter-relatedness of the global community, the need for effective communication has never been greater than it is today. Students who would like to expand their linguistic horizons are invited to participate in a concentrated experience in German. No previous knowledge of a foreign language is required. German is the language of some 100 million speakers in Germany (East and West), Austria and parts of Switzerland. The class will meet four hours per day, and we will learn the equivalent of an entire semester's work, so that students can continue into the second semester of the elementary course in the spring.

A great advantage in a concentrated format of this nature is that it provides for "total immersion" in the language without the usual demands of additional work in other areas. The instruction is organized to enable students to learn well a limited number of words and structures. (In ordinary conversation we rarely use over 800 words!) While the main emphasis is on the acquisition of the spoken language, the related skills of reading and writing will also be developed. Contemporary cultural materials of the German-speaking countries will also be given considerable attention. Additional audio-lingual practice in the manipulation of the language structures can be obtained through the extensive use of cassettes that accompany the text materials.

Evaluation is based on daily participation, frequent short tests (written and oral), and use of the language laboratory materials.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 a.m. - 1:00 p.m., M-F, A-214

HOLOCAUST: THE DESTRUCTION OF THE EUROPEAN JEWS

HIST 303
4 semester hours
C. Browning

Few events in history have shocked the human spirit or run more contrary to peace and understanding between peoples than the Holocaust of the World War II era. This course will investigate the following themes: the development of modern anti-Semitism, its relationship to fascism, the rise of Hitler, the structure of the German dictatorship, the evolution of Nazi Jewish policy, the mechanics of the Final Solution, the nature of the perpetrators, the experience and response of the victims, the reaction of the outside world, and the post-war attempt to deal with an unparalleled crime through the traditional judicial procedures.

The format of the course will be a mixture of lecture, discussion, and films. Students will be evaluated on the basis of their completion of two of the following assignments; 1) analytical review of Claude Landmann's Shoah; 2) 5-8 page research paper; 3) analytical book reviews of a pair of selected books to be named later; 4) final exam.

BIBLIOGRAPHY: R. Hilberg, Destruction of the European Jew; G. Sereny, Into That Darkness; Filip Mueller, Eyewitness Auschwitz; J. David, A Square of Sky, A Touch of Earth

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 10:00 - 12:00 noon, M-F, I-100

THE VIETNAM WAR AND AMERICAN SOCIETY

HIST 306
4 semester hours
E. W. Carp

This course will examine the many changes in American society that resulted from United States involvement in the Vietnam War. It will also place the Vietnam War within the context of America's search for global peace and stability in the aftermath of World War II. Although we will discuss military strategy and guerrilla warfare, our main focus will be on the diplomatic, political, social, and cultural aspects of the war. Specific topics will include: the origins of the conflict, North and South Vietnamese politics, the experience of American soldiers, the nature of the antiwar movement and the counter-culture, the role of media coverage of the war, the evolution of U.S. policy decisions, the morality and ethics of the war, and the "lessons" of Vietnam.

The course format will include a mixture of lecture, discussion, and the ten-part PBS series, "Vietnam: A Television History." Students will be evaluated on the basis of their participation in class discussion and two written assignments: a short analytical book review of Jeffrey Race, War Comes to Long An and a 10-12 page research paper.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00 - 3:30 p.m., M-F, X-114

AFRICAN INDEPENDENCE AND LIBERATION MOVEMENTS

HIST 310
4 semester hours
S. Rubert

Why did relatively peaceful, constitutional movements for independence develop in some colonies in Africa, while armed liberation movements were necessary in others? This will be one of the primary questions for which we will attempt to find answers in this course.

The course will aim to provide students with an historical understanding of the political movements and liberation struggles that brought several African nations their independence from colonial rule. To achieve that understanding we will review the rise and development of African nationalism, as well as the political backgrounds, nature and goals of various political organizations involved in the struggles for African self-government. In addition, the course aims to acquaint students with some of the social and economic conditions which fostered those movements. There will also be some attempt to evaluate the historical legacies of these movements.

The course will consist of lectures and class discussions. Students will be expected to do the readings as assigned so that they can fully participate in the class discussions. Each student will submit two brief (5-7 pages) written assignments. In addition, there will be an in-class final examination.

Students will be evaluated on the content and quality of their two short papers, the final examination, and their participation in class discussions.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-F, A-204B

THE RENAISSANCE

HIST 324
4 semester hours
P. Nordquist

The Renaissance was the lively and volatile period of transition that separated the medieval and modern European worlds. It stretched from approximately 1300 to 1600. It was also an Italian cultural and intellectual movement of great power that slowly spread into the rest of Europe. This course will deal with the Period's transitional nature as well as its cultural and intellectual achievements. Italy will be the primary focus of the course and a variety of war and peace themes will be included: humanists wrote extensively about peace and launched peace movements, the modern practice of diplomacy first appeared, Italy was ravaged by war, and, observing that, Machiavelli stressed the necessity of arms and force in human affairs.

Among the additional topics to be considered will be: Jacob Burckhardt's interpretation to the Renaissance, church-state conflicts, the emergence of heresy, the emergence of the modern state, humanism, the wars in Italy, political theory (especially Machiavelli), the fine arts, and the northern Renaissance (especially Erasmus). There will be two exams and two relatively brief papers. Class time will be divided between lectures and discussion.

BIBLIOGRAPHY: J. Burckhardt, The Civilization of the Renaissance in Italy; L. Spitz, The Renaissance; N. Machiavelli, The Prince; J. Dolan (ed.), The Essential Erasmus
REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-F, A-212

MATHEMATICAL STRATEGIES FOR FINANCIAL PEACE

MATH 313
4 semester hours
M. Herzog

Do you face fear of confusion when you earn, negotiate, invest, or manage money? Do you have difficulties understanding financial statements, compound interest, effective interest rates, bank discount, taxes, annuities, stocks, bonds or insurance? Have you successfully completed 2 years of high school math? If you have answered yes to the above questions, then you have an opportunity to bring financial peace to your life by increasing your understanding of the numbers and formulas behind the financial scene.

You will learn to use the calculator and computer as aids in solving problems. Two exams and two quizzes will test the student's ability to interpret a financial problem. Daily assignments will be made and graded.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$20-\$25.00 for a financial calculator
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 - 11:30 a.m., M-F, S-103

THE CHIMES OF FREEDOM: MUSIC OF SOCIAL CONSCIOUSNESS

MUSI 306
4 semester hours
D. Hoffman

Through its unique ability to arouse the emotions and to make powerful and lasting statements with or without the help of words, music has had a strong impact on Western Society. Many of us are familiar with the way popular music has been used to convey social messages, especially in the last twenty-five years, but the phenomenon of the musician acting as a commentator, social critic, or prophet is not new, nor does it appear exclusively in "popular" music. Music inspired by "Strategies for Peace" has been a recurring theme in classical music for over 200 years.

This course will focus on a number of specific works of classical music, from the 18th century to contemporary, and explore their "message" to the society of the time and their relevance to us today. Along the way we will discuss broader issues such as the purposes of art or music, the responsibilities of the artist, the qualifications of an artist to speak to or for society, and what role music, classical or popular, could or should be playing today.

Class time will be used to study the selected works, their composers, and the broader implications of the music. Students will be assigned some outside listening and will write two to three short "thought"

papers per week, which they will defend in class discussion.

Evaluation will be based on participation in class discussion, the effort invested in the short papers and a final summary paper of moderate length. Previous musical experience is not necessary.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 22
MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-R, H-101

INNER PEACE: WITH A SONG IN MY HEART

MUSI 315
4 semester hours
M. Frohnmayer

This course is designed for the vocal beginner in a classroom setting. The students will be made aware of the structure of the human voice and the basic elements of producing good vocal sound. They will learn to sing through class participation and individual lessons.

With better understanding of the human voice students will become aware of the potentially beautiful and harmonious sounds they can achieve. The result is satisfaction and inner peace.

Videotapes of the human vocal production, as well as excursions to musical performances will be used to further enhance the student's knowledge of the vocal instrument.

Class participation, a paper on a related subject and a song presentation will constitute the final grade.

There will be an additional expense for tickets to some concerts.

BIBLIOGRAPHY: J. Schmidt, Basics of Singing
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$50.00 for tickets and transportation to concerts
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 6:00 - 9:00 p.m., MTWF, E-227

PEACE THROUGH CARING: YOUR PLACE IN NURSING

NURS 302
2 semester hours
M. Klisch

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

Class participation and a paper exploring a topic of choice related to professional nursing practice is the method of evaluation for this course.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., MW, R-205

PEACEFUL BEGINNINGS: CLINICAL PERSPECTIVES ON PERINATAL NURSING

NURS 306
4 semester hours
C. Hansen & P. Page

This course will explore current clinical practice in the field of Perinatal Nursing. Areas to be explored include new concepts in delivery of care, technology, areas of nursing practice specialization, social policy, and ethical-legal issues. Students will have the opportunity to select a clinical area of interest (Antenatal, Labor and Delivery, Neonatal) for an arranged clinical mentorship of 32 hours per week. Visits to several perinatal practice centers are planned. Students will develop clinical objectives in collaboration with their mentor. Additional course requirements include a daily journal of clinical experiences and a clinical case study. Students will be evaluated on clinical performance objectives and the case study.

BIBLIOGRAPHY: Olds, London, & Ladewig, Maternal Newborn Nursing, Whaley & Wong, Nursing Care of Infants and Children, selected professional references
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required
COURSE LEVEL: The course is designed for nursing majors only. Must have completed N352, N362, N372, N382. Preference will be given to students who have completed APHS 405 and APHS 406.
GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$10
to cover field trip expenses
MAXIMUM ENROLLMENT: 10
MEETING TIME AND PLACE: 8:00 -
12:00 noon, Thurs., R-315. The clinical of
32 hours per week to be arranged.

WORDS OF PEACE: MEDICAL TERMINOLOGY FOR HEALTH PROFESSIONALS

NURS 315
2 semester hours
S. Aikin

Knowledge of the origin of each word is one of the keys to understanding, learning and remembering ideas and concepts. This provides a sound basis for helping those in the health care field become familiar with important words, their derivatives, abbreviations and the formation of related terms. Principles of medical word building will be applied to anatomical, physiological and pharmacological topics. Correct pronunciation of terms will be an emphasis. This course would incorporate the understanding, application and pronunciation of health care terminology. Students taking this course would become advanced in their ability to identify and pronounce medical terms and abbreviations. Knowledge obtained from this course can be applied to any helping profession dealing with health care.

Students will be evaluated on the basis of three weekly exams and a final. In addition, students will have an oral presentation involving the application of medical terminology.

BIBLIOGRAPHY: B.A. Gyls & M.E. Wedding, Medical Terminology: A Systems Approach; 2nd ed.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 -
12:00 noon, TR, R-206

WORK AND LEISURE IN PEACEFUL COEXISTENCE

PHED 304
4 semester hours
G. Chase

The major objective of this course is to encourage us to examine the balance of work and leisure in our lives and the significance that quality leisure activities have in a healthy and productive life.

In the 1980's the emergence of the "yuppie" ideology of work, money, and materialism produced a sense of frustration, misplaced priorities, and the "workaholic" syndrome. The importance of leisure activities will be examined as to the contributions to human life, productivity, personal satisfaction, enrichment, receptivity, and happiness. Leisure as a method of balancing the strain of obligated work will be examined in 6 dimensions of well-being - 1) social, 2) emotional, 3)

physical, 4) spiritual, 5) mental, and 6) intellectual. Each student will be required to keep a personal journal of leisure and work activities and examine the interrelationships of an integrated work and leisure lifestyle.

A final paper summarizing and analyzing the personal journal using course-related resources will be required.

Evaluations will be based on the completion of assignments with reference support and on the final paper.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 -
12:00 noon, M-R, O-103

WORLD WAR III: EXPLORATIONS INTO THE UNTHINKABLE

POLI 303
4 semester hours
W.H. Spencer

Since 1945, nuclear weaponry has hung over the world like the proverbial Sword of Damocles, altering the nature of war, international relations, and the manner in which people and nations contemplate the future. Governments condemn the possibility of nuclear war, but strive to attain nuclear power status as their resources permit. Existing nuclear powers develop scenarios, strategies, and contingency plans based on the use of such weapons, even while usually denying the rationality of their use. In all of this, the attitudes of publics and officials range from fatalism to disregard.

This course will examine approaches to nuclear war, from its strategic scenarios to its anticipated characteristics and effects. We will also try to assess the impact of the concept of nuclear war on politics and military relationships and behavior, on popular culture (primarily books and film), and on perceptions of planetary development, prosperity and survival.

Students will be graded on class contributions, on a written or oral book review, and on one exam.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 28
MEETING TIME AND PLACE: 9:30 -
12:00 noon, M-F, A-210

LAWYERS IN FILM, TV, AND LITERATURE

POLI 306
4 semester hours
S. Dwyer-Shick

Historically, portrayals of lawyers in English and American film, television, and literature have demonstrated the public's dependence on and fascination with lawyers. Do lawyers share a moral code with the rest of us? Or is our supposed common human morality subjugated to the adversary system and the institutionalized ethics embodied in codes of professional conduct? Do "real" lawyers watch "L.A. Law"? Did Shakespeare really want to "kill all the lawyers"? In this class we'll explore the Anglo-American public's perception of lawyers in the visual and print media. Then, in order to compare our developing perception from these sources, we'll visit contemporary settings of lawyers and ask some practicing Washington attorneys to visit with us.

Successful completion of Political Science 306 requires from you three actions. First, you must read the assignments before each class, attend all class meetings, and participate in our class discussions. Second, you must spend a minimum of 2-3 hours per week in assigned or approved off-campus observations. And third, you must prepare a 7-10 page essay which draws upon the readings, discussions, audio-visual presentations, and observations. I shall prepare a legal problem or "hypothetical" to assist you in completing this essay assignment which will be due the final day of Interim. These three components will contribute equally to your semester grade.

BIBLIOGRAPHY: S. Landsman, Readings on Adversarial Justice; Washington State Bar Association, Rules of Professional Conduct; Packet of photocopies; Library reserve readings including selections from Shakespeare, Twain, Melville, Turov, Traver, Christie, Gardner, and other English and American classical and contemporary writers
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$10.00 film/video rental fee
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 12:30 -
4:30 p.m. and 2-3 hours in observation,
TWF, R-203

PROSPECTS FOR PEACE AND JUSTICE IN AN AGE OF SCIENCE

RELI 305
4 semester hours
L. Gross

This course will explore some contemporary issues of peace and their relationship to economic and environmental justice. Critical economic analysis reveals a continuing crisis of economic injustice. The current insights of modern scientific

research confront us with pressing ecological issues. The course will also interpret the struggle for world peace and justice as a mandate of the Judeo-Christian Gospel and human ethical responsibility. It will discern the road blocks to peace and justice which have their roots in the traditional separation between modern science and Christian theology. Attention will be paid to the role of human genetics in relation to ethical responsibility for peace and justice. The instructor will be assisted by four lecturers who are experts in their field.

The course will conclude by exploring the possibilities of a new vision for peace and justice for the future of the world based upon the dialogue between the Judeo-Christian faith picture and insights from the contemporary scientific world view.

Students will be asked to keep a running journal throughout the course in which they will record their responses and analysis of information and the class discussions on a daily basis. At the conclusion of the course students will be asked to summarize their journal work into a concise essay in which they will respond to the dual inquiry of the course and one additional question. A. What is happening in the world today in regard to peace and justice? B. What is happening in the Church today in regard to its theological response to these issues? C. As a responsible world citizen and a Christian, what is my personal faith response to the contemporary issues of peace and justice presented in this course?

Students will be required to attend all class sessions, take responsibility for one class discussion on assigned readings, and attend a workshop on economic justice and the Church's mission.

BIBLIOGRAPHY: G. Kaufman, Theology in a Nuclear Age; R. Dawkins, The Selfish Gene; Presbyterian Eco-justice Task Force, Keeping and Healing the Creation
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:00 - 3:30 p.m., M-F, A-211

EVIL, SUFFERING, AND GOD

RELI 312
4 semester hours
D. Knutson

The definition of evil is elusive as is the definition of peace. If we define peace as the maximal well-being of humans, then surely evil is the obstruction and frustration of that well-being. Although this course will not obviously deal with strategies for peace, we shall focus on one aspect of the total understanding of peace. This is the experience of evil and human suffering and the consequent questions it raises about our understanding of and relationship to God.

First we will look at a 20th century example of gross evil, the Jewish Holocaust of World War II. Through films and the eyes of a survivor, Elie Wiesel, we shall try to perceive the depths of moral evil and human cruelty. A reading of the book of Job and two modern interpreters, Archibald MacLeish and Gustavo Gutierrez, will raise the question of "innocent" suffering and the justice of God. We shall examine the perspectives of the Christian faith on these problems through New Testament readings, the classical ideas of sin and evil (in such figures as Augustine, Irenaeus, Luther), and modern Christian theology and Jewish thought (e.g. Moltmann, Kushner). The latter will include theodicies or the attempt to explain the relationship between the reality of evil and suffering and the power and goodness of God.

Anticipated requirements are a mid-term and final exam, an in-class presentation on one of the theodicy positions and two reflection papers. In one of these students will select their own example of evil, public or more personal, and explore its dimensions. This will be shared with the class to expand our sensitivity to the breadth of human and environmental evil.

BIBLIOGRAPHY: E. Wiesel, Night: New Oxford Annotated Bible with the Apocrypha (recommended); G. Gutierrez, On Job; H. Kushner, When Bad Things Happen to Good People; S. Davis (ed.), Encountering Evil; A. MacLeish, J.B.: handouts
REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 20
meeting time and place: 2:00 - 4:30 p.m., M-F, A-206

THE WORLD CHRISTIAN MOVEMENT

RELI 360
4 semester hours
S. Govig

Current membership decline in former mainline (including Lutheran) churches of North America and Western Europe is a subject of growing concern in church circles. This course will seek first to define better the startling statistics, i.e., in the USA 3500 churches close their doors yearly; USA membership declined 590,000 in 1988 whereas in the USSR it increased by 160,000.

Second, we shall describe the Church's life on all continents and in selected resource centers (such as the World Council of Churches and the Lutheran World Federation) for understanding its multi-cultural presence. Third, grounded in Biblical study, we shall seek to identify critical issues related to strategies for mission (i.e., national churches, liberation movements, and the plurality of religions) toward the year 2000.

The course will include illustrated lectures (Africa, Europe, Australia) by the instructor, films, and outside speakers as available. Students will select a People Group and develop a strategy for mission in relation to it. This written report, depending upon time factors, may also be an oral class presentation with visual aids as available. A final examination will also be given.

BIBLIOGRAPHY: W. Barrett, World Christian Encyclopedia, The Bible, Mission Studies 10 (Report of the Seventh International Association for Mission Studies Conference, Rome, June/July 1988), John S. Pobee and Barbel Von Wartenberg Potter, New Eyes for Reading: Biblical and Theological Reflections by Women from the Third World, and articles from current periodical literature.
REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E
MEETING TIME AND PLACE: 9:00 - 11:45 a.m., M-F, A-101

THE FUTURE OF CREATION

RELI 364
4 semester hours
T. Peters

This course pursues "peace on earth" by examining the Christian understanding of the earth and the cosmos as God's creation with an eye to its implications for natural science, environmental ethics, nuclear war, and a creation-honoring spirituality.

The futurists of the 1960s and the environmentalists of the 1970s sounded the alarm: projected trends in population growth, natural resource depletion, and pollution are leading planet earth toward an ecological disaster. As the disaster approaches and competition for earth's resources heats up, we can forecast increased hostilities between rich and poor as well as the possibility of nuclear war. What conscientious people have been calling for is a new ethic based upon a vision of a future earth that is life-sustaining and life-enhancing for all the peoples of the globe. This has prompted theologians to reexamine the Christian understanding of nature and the place of the human race in it.

This seminar will first reflect on what the Bible says about God's relationship to the creation, asking how it might complement the big bang cosmology of contemporary physics. It will explore the theological idea of *continuing creation* as it applies to the theory of evolution and to the human role in preserving and enhancing all life on earth. This will lead to proposals for transforming the Christian lifestyle in light of ecological ethics and a creation-oriented spirituality.

Evaluation will be based upon overall student contribution to the course with a specific focus on discussion, participation and leadership plus a take-home examination and a written report.

BIBLIOGRAPHY: The Bible; Butigan, Ken and Philip N. Joranson, editors, Cry of the Environment: Rebuilding the creation tradition; G. Kaufman, Theology for a Nuclear Age; J. Moltmann, God in Creation; T. Peters, ed., Cosmos as Creation: Theology and Science in Consonance;

REQUIREMENT FILLED: General University Requirement

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 6:30 - 9:30 p.m., M-R, A-101

GLASNOST OR COLD WAR: EAST-WEST RELATIONS IN THE FAR NORTH

SCAN 303

4 semester hours

A. Toven

On the Top of Europe East and West meet in a cold tug of war. The Norwegians and the Russians have a precarious co-existence on Svalbard (Spitzbergen), a group of islands with a unique international status. The two nations also have a long-standing dispute over the dividing line in the Barents Sea and are jealously watching each other's fishing and oil exploration in the area. The Kola Peninsula, across the border from Northern Norway, has perhaps the heaviest concentration of military hardware in the world. As a result, the strategic importance of the area has increased dramatically during the last decades. The new US marine strategy has made the situation in the Far North more precarious and has almost assured that the area will be a major war-theater in case of a conflict. However, the hope is that Mr. Gorbachev's "glasnost" will ease the tension in the area and make peaceful solutions possible.

In this course we will examine the many unresolved issues in the area and try to determine why this desolate region close to the North Pole has received so much attention in recent years. We must look at the history of Svalbard and the whole region to understand why over 40 nations have potential economic interests there. It will also become necessary to acquaint ourselves with the history of the Soviet Union to understand the "Big Bear's" position in the Far North. Naturally, much of the focus will be on the Nordic countries and their efforts to keep low tension in the area and to avoid being dragged into a conflict between the superpowers. We will try to determine the strategies which each interested party follows in order to secure peace and stability in the region.

In addition to lectures and discussions, this course will provide extensive opportunities for group work. Students will be responsible for a nation or an issue of their choice and will make group presentations and lead discussions in class.

The grade will be determined by these projects and general participation in class, as well as a final examination.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:30 - 12:00 noon, M-F, A-216

WHAT ARE THE PROSPECTS FOR PEACE IN AMERICA?

SOCW 302

4 semester hours

V. Hanson

The course title is a not-so-subtle attempt to make the point that "America" is more than the United States. The title also suggests the connectedness between and interdependence of the various nations of the Americas.

The class will look at major movements within Central America working for peace in that region. It will examine the kind of peace the U.S. government has been attempting to impose on the countries of Central America. And finally, we will explore alternative strategies for peace that involve changes in U.S. policy toward Central America.

In addition to the three books listed in the Bibliography, the class will make use of a variety of resources, including newspapers and periodicals, videos, and local individuals and groups who are actively promoting strategies for peace in America. Students will be required to complete a journal, recording questions, insights and learnings throughout the course.

Each student will prepare an outline of a policy toward Central America that will lead to a situation of peace with justice for the people of Central America. This statement will provide a basis for evaluation for the course.

BIBLIOGRAPHY: Menchu, I. Rigoberto; Menchu; Fagen, Forging Peace; LeFeber, Inevitable Revolutions;

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, CN

MAXIMUM ENROLLMENT: None

MEETING TIME AND PLACE: 2:00 - 5:00 p.m., M-R, P-22

MENTAL ILLNESS IN AMERICA: THE SEARCH FOR INTERNAL PEACE

SPED 317

4 semester hours

G. Williams

The purpose of this course is to expose students to the plight of the mentally ill in our society, as well as how our culture attempts to deal with them. This will be a field-based experience, with students working as volunteers in facilities which

serve the mentally ill. Supervised living facilities, mental hospitals, shelters for the mentally ill homeless, and educational facilities will all be used for this class. Students will be expected to discuss their experiences during de-briefing sessions and to participate actively in discussions. Evaluation will be accomplished by self, supervisor, and teacher ratings of this participation.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES:

Tally cards required

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 10

MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R, P-013

PARENT/PROFESSIONAL PARTNERSHIPS IN SPECIAL EDUCATION

SPED 403

2 semester hours

K. Gerlach

The course will provide practical information to professionals whose activities bring them into contact with parents of special needs children, provide strategies to improve frequency and quality of parent-professional communication, and provide information for professionals to help meet federal and state legislative mandates for parent involvement.

Guest speakers, including several parents of children with disabilities, will be a part of the class activities.

The topics will include effective conferencing techniques, resolving conflicts with parents, parents and the educational staffing, developing the parent-professional partnership, parent involvement in the instructional process, parent volunteers in the classroom, parent training, parents and the individualized education program, due process and mediation, parent groups, home visits, and siblings of handicapped children.

This course is applicable to students majoring in education, social work, psychology, nursing and religion. A field trip is planned to tour PAVE, a parent center at Tacoma Community College.

Students will be evaluated on a take-home final, required readings and class discussion.

REQUIREMENT FILLED: Special Education major or minor.

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

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 4:00 - 7:00 p.m., TR, P-013

ADDITIONAL ON CAMPUS COURSES

VANISHED PEOPLES AND LOST CIVILIZATIONS: AN INTRODUCTION TO POPULAR ANTHROPOLOGY

ANTH 302
4 semester hours
D. Huelsbeck

Did ancient astronauts bring civilization to Peru? Did Egyptians teach the Maya to build pyramids? Were Atlantis and Troy real places? Is Bigfoot a real creature? Did extraterrestrials interbreed with Neanderthal "cavemen" to produce modern humans? Why are cows sacred in India, and did cannibalism ever take place?

This course examines popular anthropology, which comes from the literature widely read and discussed by the general public. Like academic anthropology the course is concerned with humans and their culture, human origins, and understanding human behavior in the past and present. Popular anthropology deals with much of the same subject matter and questions as academic anthropology, but its methods, theories, and assumptions differ. We will evaluate these popular theories and assumptions in light of current anthropological knowledge.

The goal of the class is for the student to develop a methodology for answering questions and then to practice that methodology on several interesting questions. Films will supplement readings and lectures. Grades will be based on class participation, a few short written exercises, and a research project.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$10.00 Film Fee
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00-12:00 noon, M-R, X-112

BRINGING IT ALL BACK HOME

ANTH 304
4 semester hours
E. Brusco

Our living arrangements -- where we live, with whom we live, and what goes on at home -- provide a primary reference point in how we order our world. The household is also a basic building block of society. Anthropologists have long considered the structure, composition, and functioning of domestic groups in their wide variety across cultures and through time, and attempted to discern if universals exist in the nature of domestic life.

In this class, we will examine what people call home in a range of human societies. Faced with this variety, is it possible to come up with a minimum, cross-culturally relevant definition of household?

Some specific questions to be considered include: What principals decide who lives with whom? How many generations can live well together, and what are the rules deciding this? Is a married couple the core of the human household? Where do multiple marriages and non-marital relationships fit in? Who takes care of the children? Who is in charge? How do households change with changes in the number of residents? With changes in the residents themselves? How do new households evolve from old? When is the household a work unit to its residents and to society? Are urban households different from rural and non-industrial households? Is the home sacred? When and why? Modern residences such as Kibbutzim, dorms, prisons, senior housing, etc.: Are they homes? What does it mean to be homeless in a home-based society?

Requirements include readings, films, class discussion and presentations of short field/observational exercises in PLU dorms or other domestic settings easily accessible to students, and a final semester project.

Evaluations will be based on the class presentations of short field observational exercises and the final semester project.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-R, X-112

GERONTOLOGY: A STUDY OF AGING -- NOW AND INTO THE 21ST CENTURY

APHS 310
4 semester hours
L. Rhoades & Y. Yumibe

What can we do in our youth to preserve health and vitality and increase predicted life expectancy?

The focus on aging will include the current myths, trends, lifestyles, and health of the fastest-growing segment of our population, and the course will offer possible scenarios for the future. Aspects of aging, including biological, sociological, psychological, emotional, cultural and spiritual will be examined.

The impact of aging on individuals, families, communities and environments will be analyzed, and increasingly controversial political, ethical, and legal concerns will be addressed from a contemporary perspective. All these aspects of aging will be considered from the viewpoint that individuals may seize numerous opportunities for change in order to enhance life.

Teaching methods will be lectures, movies, discussion and field study. Evaluation will be based on attendance, class participation, two tests and one paper.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 2:00 - 5:00 p.m., M-F, R-315

STAINED GLASS

ARTD 315
4 semester hours
M. Gulsrud

This is a course surveying glass working techniques and materials. In the past few years glass has been experiencing a period of unusual growth in the fine and applied arts. The class will integrate an awareness of its traditions, origins, cultural influences directing its evolution, and a familiarity with new techniques in stained glass as well as slumping and fusing.

Assigned problems in a variety of glass techniques will enable students to acquire glassworking skill as well as the development of design concepts.

The projects will include leaded, foiled, 3-dimensional, kiln-fired and sandblasted glass techniques. Students are encouraged to develop and use imagination and individual creative expression in solving the various problems presented. No prior art experience necessary.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$35.00 lab fee
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 18
MEETING TIME AND PLACE: 9:00-12:00 noon, M-F, I-126

IMAGERY AND SYMBOLISM

ARTD 386
4 semester hours
E. Schwidder, D. Erlander

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

The course will follow a lecture-discussion format, with demonstrations, particularly in the study of symbols of ritual

and movement. Emphasis will be on group participation. One exercise will be the re-enactment of the monastic day, the horarium. This will be conducted through two 24-hour periods (Monday, January 15, 6:00 p.m. through Wednesday, January 17, 6:30 p.m.). All students are expected to participate. Any who would not be able to dedicate this time to the exercise, or do not wish to participate for religious reasons, should not register for this course. Weekly reports summarizing, analyzing, and elaborating on the material presented will be required. In addition, students will do an appropriate term project.

BIBLIOGRAPHY: G.W. Ferguson, Signs and Symbols in Christian Art; A. Grabar, Christian Iconography; C. Jung, Man and His symbols; G. Kepes, Sign Image and Symbol; G. Santayana, Sense of Beauty; J.W. Dixon, Nature and Grace in Art
REQUIREMENT FILLED: General University Requirement, B.F.A. Art History Requirement
GRADING SYSTEM: A, B, C, D, E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 10:00 - 12:30 p.m., M-F, I-116

COMING TO GRIPS WITH CANCER

BIOL 312
4 semester hours
D. Kerk

Cancer is not a new phenomenon, by any means. The ancient Egyptians wrote about it, and Inca skeletons show its marks. Yet it is in our modern society that this affliction has come to have its greatest impact. Many families have experienced it, or know someone who has. The diagnosis generates a degree of fear, frustration, and pessimism about one's future matched by few other diseases.

We are living in an exciting period of discovery and progress in cancer research. We are beginning to understand the inner workings of the cancer cell. And yet a terrible toll in human suffering continues to be extracted. Are we winning the "war on cancer"? Are we threatened by uncontrollable environmental hazards, or is our primary danger our own attitudes, choices, and behaviors?

This introductory course will provide students with a broad overview of cancer biology. Recent contributions of various biotechnologies to an understanding of disease mechanism, and rational therapeutic design, will be emphasized. The historical development of concepts of cancer, clinical practices, and the impact of cancer on society will be examined.

Course activities will include lecture, discussion, and several audiovisual segments. Students will be evaluated on the basis of a term paper, short writing assignments, and participation in discussion.

BIBLIOGRAPHY: Kupchella, Dimensions of Cancer; Nery, Cancer: An Enigma in Biology and Society; Patterson, The Dread Disease: Cancer and Modern American Culture

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:30 - 12:30 p.m., M-R, S-102

LAW AND THE CONSUMER

BUSA 303
4 semester hours
D. MacDonald

You are standing in the living room of a unit in a new apartment complex two blocks from campus. The manager of the complex has just handed you, and asked you to sign, a three-page rental agreement form. What should you do? Should you sign without reading the form? Should you seek advice? What obligations and rights do you have as a tenant? Does your landlord have responsibilities?

Three weeks ago you bought a widget at a local convenience store. Finally, you have a chance to use it. You plug it in, and a mini explosion occurs. Your dining room wall was scorched, the rug burnt and huge chunks of plaster fell from the ceiling onto you. As a result you have home repair bills and medical charges to pay. Who is liable? What implied and specific warranties and guarantees are binding? Should you just forget "bothering" the store and manufacturer in order to recover damages, and settle only with your home insurance policy?

These two situations are examples of decisions consumers must face every day. They help us understand the broader issues in our legal process. This course will address consumer issues as well as introduce you to our legal systems.

Each student will be assigned two short research projects. The research projects and class discussions will be the basis of student evaluations.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES:
Tally cards required
Course restricted to non-business majors
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 9:00 a.m. - 1:00 p.m., MTW, A-215

MANAGERS AT WORK

BUSA 305
4 semester hours
W. Crooks

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

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

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

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

Students will prepare written reports highlighting particular management aspects.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-R, A-213

PERSONAL FINANCIAL MANAGEMENT

BUSA 308
4 semester hours
Staff

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

The primary objective of this course is to provide the student with the working knowledge of various aspects of personal financial management. Topics will include budget-keeping, use and misuse of credit, insurance, investments, taxes and estate planning. The course will also provide an introduction to fundamental economic concepts and terminology.

Students will be expected to read and discuss assigned materials. While it is recognized that money can be a very private matter, contributions to class discussions from individual personal experience are encouraged.

Students will be evaluated on class participation and on preparation of various exercises and a personal financial plan.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 6:00 - 10:00 p.m., MTR, A-219

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

BUSA 309
4 semester hours
E. Reynolds

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

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

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

The class is divided into four major areas: time management techniques and philosophy, stress management and the prevention of burnout, waking up the mind for greater creativity, getting to know your brain.

Evaluation is based on participation, an individual journal, and group work.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 6:00 - 10:00 p.m., TR and 9:00 a.m. - 1:00 p.m., S. Class also meets Saturday, 2/3, A-216

MODERN BUSINESS COMMUNICATIONS

BUSA 311
4 semester hours
L. Staveland-Ells

In this course, you will learn sound communication principles to apply to your business tasks and gain confidence in your ability to communicate effectively. You will learn to (1) organize and present messages that will be clearly and quickly understood and (2) control the hidden message that is present in all communication.

Classes are conducted primarily in a workshop manner with discussions, critiques, and in-class applications of learned concepts. Written applications receive major emphasis. One oral presentation is videotaped.

Assigned work includes pertinent readings, written applications, and seminars. Grades are based on class participation, assigned work, and a final exam. All assignments must be submitted.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 5:30 - 9:00 p.m., TW, 9:00 - 12:00 noon and 12:30 - 2:30 p.m., S. Class also meets Saturday, 2/3, A-215

MANAGING CAREERS: INDIVIDUAL AND ORGANIZATIONAL PERSPECTIVES

BUSA 313
4 semester hours
L. Gibson

The importance of career management for individuals and organizations is escalating as we enter the 1990s. A dynamic business environment and changing world-wide demographics have significant potential effects for careers at the individual and organizational levels. Such factors as the aging population, changing organizational forms (e.g., resulting from restructuring, mergers and

acquisitions), and the continued growth of the proportion of women and minorities in the labor market, force reevaluation of career concepts for both individuals and organizations. This course will focus on the career management tools you will need to enter the work force, and to continue to make career decisions throughout your lifetime.

After an overview of individual and organizational career issues, experiential exercises will focus on self-assessment, setting career objectives, and individual career planning. Resume preparation and interviewing skills will be included in this section. Subsequent sections of the course will cover: individual and organizational fit; career and life stages; career issues for minorities, women and dual-career couples; and organizational human resource and career development programs.

Grading will be based on individual projects (e.g., a personal resume), written assessments/evaluations, and class participation. All assignments must be submitted.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 10:00 a.m. - 1:00 p.m., M-R, A-211

LEGAL ASPECTS OF THE MANAGEMENT PROCESS

BUSA 535
4 semester hours
B. Ahna

This course is a survey of federal and state law affecting business decision-making. Areas covered include employment relations, consumer protection, investor protection, worker protection, environmental protection, and organizational and managerial liability. The purpose is to help prepare the student for imaginative and ethically responsible citizenship and leadership roles in business and society, domestic and worldwide.

In keeping with the Interim theme of Strategies for Peace, one interwoven theme of the course will be the role that business can play in healing the planet.

The course grade will be based upon student performances on case analyses, an oral report, and a final exam.

REQUIREMENT FILLED: Elective course in MBA Program
RESTRICTIONS OR PREREQUISITES: Eligibility cards required
The course is designed for MBA students.
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 6:00 - 10:00 p.m., MTR, A-213

MANAGING TAXES

BUSA 590
4 semester hours
M. Gocke

This course is an overview of federal income, gift, and estate taxation from a managerial viewpoint. In addition, the initial steps for personal financial planning are integrated into the course.

The course is directed toward those MBA students who want to understand the role of taxes in managing the financial segment of lives and careers. This class emphasizes basic concepts rather than technical expertise or tax research.

Evaluation is based on class participation, a project and final exam.

REQUIREMENT FILLED: Elective in MBA Program

RESTRICTIONS OR PREREQUISITES:

Eligibility cards required

The course is designed for MBA students.

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 6:00 - 10:00 p.m., MTR, A-217

GENERAL CHEMISTRY

CHEM 115
4 semester hours
F. Tobiason, D. Swank

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

BIBLIOGRAPHY: Brown & LeMay, Chemistry: The Central Science, 4th Ed.; Tobiason, The Experience of Solving Scientific and Technical Problems

REQUIREMENT FILLED: General

University Requirement

PREREQUISITES: Math 111 or equivalent.

High school chemistry or permission of instructor is required.

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

MAXIMUM ENROLLMENT: 40

MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-F, S-224 and Lab. - 1:00 - 4:00 p.m., MW, S-201

NUTRITION, DRUGS, AND THE INDIVIDUAL

CHEM 210
4 semester hours
B. Nessel

This course is an introduction to basic metabolic interactions, general endocrinology, mind and body interactions, and roles of drugs in modifying biological and behavioral functions. Nutrition topics include food preparation, "the balanced meal philosophy," nutritional myths, the effects of stress, environmental and societal influences on diet. Evaluations will be based on two papers, three tests, and several reports.

REQUIREMENT FILLED: General University Requirement

PREREQUISITES: One year of high school chemistry or the equivalent is suggested.

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

MAXIMUM ENROLLMENT: 30

MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-F, S-220

PLAYWRITING WORKSHOP

COMA 304
4 semester hours
W. Parker

This course will provide an intensive writing experience for the would-be playwright. Students will study the structure of the full length play: exposition, character and problem introduction, the building of action, crisis, climax and denouement. The emphasis of the class, however, will be on the premise that a writer must discipline herself/himself to write every day. Students will be required to write at least four hours per day. There will be feedback as to the quality of the writing. Grades, however, will be based primarily on the ability to discipline oneself to write daily. Class size will be limited to ten students.

BIBLIOGRAPHY: J.L. Styan, The Nature of Drama

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES:

Tally cards required

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 10

MEETING TIME AND PLACE: 9:00 a.m. - 1:00 p.m., M-R, I-115

AUDIO AND VISUAL IMAGINATION THROUGH MUSIC VIDEOS

COMA 309
4 semester hours
K. Isakson & J. Bruton

Have you ever watched MTV and wondered how they enhanced the sound or created the visual effects? Here's your opportunity to understand how music videos are made and the amount of time involved in producing them. Rock, jazz, country and other contemporary forms of music have been dramatically changed by electronic imagination, computer and digital technology. This course will provide the basic fundamentals of video and audio production: 1) Pre-production (planning, scripting, budgeting, recording and microphone techniques), 2) Production (shooting, lighting, 42 channel recording console, multitrack analog and digital tape recording), 3) Post-production (digital effects via electronic editing, audio reverbs and digital delays and more).

No knowledge of music, video or audio skills is required for this course. Just bring your imagination.

Final class projects will include a completed music video incorporating video and audio skills students gained from this course. Evaluation will be based on the project and a final written exam.

REQUIREMENT FILLED: Interim

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

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 6:00 - 9:00 p.m., M-R, A-211

THE WHISTLEBLOWER: WATCHDOG OR RAT FINK?

COMA 315
4 semester hours
S. NOLAN

In this course we will closely examine the emerging cultural phenomenon of whistleblowing. The issue will be studied from individual, organizational and media perspectives in our effort to better understand its impact on the corporate world as well as the individual citizen. A variety of media will be used to aid in this analysis including recent feature films, novels, radio/tv, periodicals and scholastic and academic writings.

A strong emphasis will be placed on whistleblowing as it impacts the public relations and journalism professions and the ethical and moral dilemmas it presents. Course work will be supplemented by guest lectures from news reporters, public relations practitioners and business professionals.

Students will be expected to come to class prepared for discussions, to complete a major research project, and to do an oral presentation of the research project at the end of the course.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION:
Students must expect to pay for two nights' lodging, food, and shared mileage expenses for a couple of field trips.
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 2:00 - 5:00 p.m., M-R, I-109

INTRODUCTION TO COMPUTER SCIENCE

CSCI 144
4 semester hours
K. Blaha

This course is an intensive introduction to computer science including algorithm design, structured programming, sorting algorithms and use of data files. The programming language Pascal will be taught as part of the course. Pascal topics will include branching, iteration, procedures and functions, parameter passing, arrays, records, sets, and files. The course will also cover the fundamentals of number storage and binary arithmetic, computer organization, and simple machine language. Students will write 4 to 7 programs in Pascal. Periodic homework assignments and quizzes will be given. Evaluation of the student will be based on homework, quizzes, programming assignments and final examination. Students should expect to spend at least 40 hours working on the VAX system. Students usually find the work load in this compressed course to be about the equivalent of a full time job, perhaps including some overtime.

REQUIREMENT FILLED: General University Requirement
PREREQUISITES: Strong performance in Math 140 or Math 128 or equivalent. Previous programming experience required.
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: There are some computer usage fees at certain times of the day.
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 10:30 - 12:00 noon and 1:00 - 2:00 p.m., M-F, G-102

COMPUTERS IN EDUCATION

CSCI 31701 & CSCI 31702
4 semester hours
J. Beaulieu

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

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

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

The class will meet five days a week for 2 1/2 hours a day. Two days a week (5 hours) will be a lecture situation and the other three days (7 1/2 hours) will be direct instruction on the computer with Appletworks, software evaluation, and teacher utilities.

Projects in the course will be: 1) development of a software evaluation form and 10 software evaluations, 2) several appletworks assignments, 3) one major term paper on computers in education.

Evaluation of student progress will include the above projects plus a mid-term and final exam.

BIBLIOGRAPHY: Seymour Papert, Mindstorms; Linda Rathje, Appletworks for Educators; Robert P. Taylor, The Computer in the School; Tutor, Tool, Tutee; James L. Thomas, Microcomputers in the Schools
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 22
MEETING TIME AND PLACE: Section 01: 9:00 - 11:30 a.m., M-F, S-221
Section 02: 1:30 - 4:00 p.m., M-F, S-221

COMPUTER ARCHITECTURE

CSCI 385/590
2 semester hours
J. Brink

This course is designed for both the undergraduate (CSCI 385) and the graduate (CSCI 590) student. It is an introduction to the structure and operation of large computer systems. Topics include data representation, memory structure, I/O processing, and multiprocessing systems such as parallel, pipeline, and stack machines. Examples of the architecture of several large systems such as CRAY, TI ASC, and Intel Hypercube are analyzed. Students will use an Intel Hypercube. Students will be graded on tests, homework and reviews. Students enrolled in CSCI 590 will present an additional project and/or report to the class.

REQUIREMENT FILLED: Computer Science major or minor
PREREQUISITES: CSCI 380, MATH 245
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: A Computer charge is possible but not expected.

MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 8:00 - 9:30 a.m., M-F, G-101

OBJECT-ORIENTED PROGRAMMING

CSCI 490/590
2 semester hours
R. Spillman

This course is designed for both the undergraduate (CSCI 490) and the graduate (CSCI 590) student. Its goal is to introduce students to a new approach to program development. Programs will be viewed as systems made up of objects which pass messages. Methods of recognizing objects in a program description, implementing an object in an object-oriented programming language, and setting up the message pass links will be the primary focus of the course. Other topics include inheritance, development of reusable code and the generation of software ICs. Common object-oriented programming languages such as C++ and Smalltalk will be taught and the students will write representative code in these languages. Evaluations will be based on student's performance of several programming assignments.

REQUIREMENT FILLED: Computer Science
RESTRICTIONS OR PREREQUISITES: The course is designed for majors or advanced computer science students.
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 35
MEETING TIME AND PLACE: 9:40 - 10:55 a.m., M-F, G-101

MINERALOGY

ESCI 305
4 semester hours
L. Huestis

Mineralogy is concerned with the natural inorganic compounds (minerals) which make up the crust of the Earth. Contrary to first impressions, the Earth is composed of a rather limited number of these minerals whose identification indicates not only their composition but also the chemical history of the site from which they came. Understanding the factors which control the nature and association of minerals greatly increases appreciation of the home we call Earth. Laboratory emphasis will be on the practice, pitfalls, and rewards of identifying real mineral specimens (as opposed to idealized minerals which too often are emphasized in college mineralogy courses). Topics will include elementary crystallography, field and laboratory methods for mineral identification, parameters controlling the formation and association of minerals, ore genesis, and the major classes of rock and ore minerals. Laboratory will involve field, chemical, and spectroscopic methods of mineral identification. Evaluation will be

on the basis of one or more exams and the laboratory exercises.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: Lecture:
9:00 - 12:00 noon, M-F, and Lab. 1:00 -
4:00 p.m. M-F, S-113

THE GEOLOGY OF NORTH AMERICA THROUGH THE EYES OF JOHN MCPHEE

ESCI 318
4 semester hours
J. Whitman

John McPhee is a keen observer of the world and the people who inhabit it. A longtime staff writer for the New Yorker Magazine, McPhee has written about many topics ranging from Bill Bradley's undergraduate basketball career to a detailed study of the agriculture of oranges in Florida to the danger of nuclear waste. In the 1980's he has become increasingly intrigued with geology and has written a number of articles and books on the subject.

In this course, we will travel around the U.S. through McPhee's writing, observing the geological features and discussing the processes that formed them. His writing also explores the natural history of the regions, describes the people who study the geology, and presents the scientific method of geologists. The goal of this class is to give students an appreciation both for the geology of North America and for the literature of John McPhee.

The reading load will include several books and a number of articles or excerpts by McPhee plus supplemental reading from geology textbooks. Students will be expected to keep a journal during the course, recording their impressions of the material both in and out of class. Class format will be a combination of lectures to provide greater detail on the geology, discussion of the reading material, and the use of visual media (slides, films...).

Evaluation of each student will be based upon an exam, a final paper/project, the journal, and class participation.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:00 -
12:00 noon, M-R, S-109

PRINCIPLES OF ECONOMICS

ECON 150
4 semester hours
S. Brue

What causes inflation? Why is there considerable unemployment even when the economy is "fully employed"? Can government policies reduce inflation and unemployment? Or, on the other hand, do government policies cause these problems? Is it true that banks create most of our money supply? Who gains from international trade? Who loses? Are we saddling our children with national debt? Why do wage rates differ so greatly among occupations? Why might it be in the profit interest of a monopoly or cartel to restrict its output? Do goods and services have value because land, labor, and capital are required to produce them, or are these economic resources put into use because goods and services have value? What causes changes in prices of individual goods and services?

These are a few of the many questions which will be examined in this introductory economics course. The course will present the basic principles of economics and provide an overview of the U.S. economic system. This is a regular offering of the Department of Economics; hence, the content and expectations are the same as during the normal semester. A lecture/discussion format will prevail. There will be three weekly exams and a comprehensive final exam.

REQUIREMENT FILLED: General
University Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 10:00 a.m.
- 12:30 p.m., M-F, A-204B

INTERNATIONAL ECONOMICS

ECON 331
4 semester hours
D. Vinje

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

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

Evaluation will be based on a minimum of two, maximum of three essay exams.

REQUIREMENT FILLED: General
University Requirement
RESTRICTIONS OR PREREQUISITES:
Economics 150
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 10:00 a.m.
- 12:30 p.m., M-F, R-203

SCHOOL PRACTICUM: READING

EDUC 319
4 semester hours
A. Mallon

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

The course may be used as an elective in the School of Education. The placement in a school is the responsibility of the School of Education and therefore requires a completed application and a signed tally card prepared by the student and negotiated with the instructor. The proposal is to include objectives, activities, experiences desired, time commitments, products or projects to be completed, and assigned tasks. These two forms are available from the School of Education and/or the instructor and must be completed and signed by the instructor prior to December 1, 1989. A tally card is required for registration.

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

Evaluation will be by the cooperating teacher and the PLU supervisor. Evaluation will be in terms of regular attendance and successful completion of the study proposal.

There will be a number of required seminar sessions held on the PLU campus prior to and during the month of January, 1990. The first of these meetings will be held December 14, 1989 from 4:30 to 6:10 p.m. in A-117. The meeting place and days during the month of January will be announced.

BIBLIOGRAPHY: V.A. Roach, Language Experience in Communication; E. Ekwall, Locating and Correcting Reading Difficulties, 5th Edition
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required
EDUC 325 or equivalent
Registration required by December 1, 1989.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 15

WORKSHOP IN ART METHODS FOR THE ELEMENTARY SCHOOL

EDUC 401A
1 semester hour
Staff

This class is designed to provide entry-level skills for classroom teachers in art methods and includes: a review of the fundamentals of art, enhancing creativity, teaching strategies, motivation, evaluating children's art, continuity in children's art, and art for children with special needs. Students will sample techniques in drawing, painting with watercolors and tempera, tempera resist, mural-making, crayon resist, crayon engraving and encaustic, oil pastel and oil-pastel resist, collage mosaics, printmaking, collographs, lino prints, clay, sculpture, plaster relief, and masks.

BIBLIOGRAPHY: F. Wachowiak, Emphasis Art (Fourth edition)
REQUIREMENT FILLED: School of Education
RESTRICTIONS OR PREREQUISITES: Tally cards required
The course is designed for majors or advanced students
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$20.00
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 4:00 - 6:00 p.m., TR, A-117

WORKSHOP IN MUSIC METHODS IN THE ELEMENTARY SCHOOLS

EDUC 401B
1 semester hour
Staff

This class is designed to provide entry-level skills in music methods for classroom teachers and will include the following topics: the child's voice, movement in the classroom, instruments, music and brain research, activities, music with special students, integrating music with language arts, math, science, social studies and physical education. Class activities will include constructing a teaching unit in the area.

REQUIREMENT FILLED: School of Education
RESTRICTIONS OR PREREQUISITES: Tally cards required
The course is designed for majors or advanced students.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 4:00 - 6:00 p.m., MW, A-117

COLLEGE ENGLISH

ENGL 101
4 semester hours
R. Jones

This course emphasizes becoming a more fluent and more exact writer the old-fashioned way: by practice, by writing, and rewriting, and discussing what's been written and rewritten. Several kinds of prose writing are included, from the personal to the academic, with emphasis throughout on developing a personal "voice" while adapting styles to fit particular audiences and occasions. Students should expect to write and rewrite every day and should be prepared to work closely with other students in the process of revision. The final grade will reflect both the quantity of effort put into the course and the quality of the finished writing accumulated at the end.

REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-F, R-207

INTRODUCTION TO SHORT FICTION

ENGL 217
4 semester hours
C. Hale

What goes through a man's mind when he's hanged? What does a slow slip into insanity feel like? How does power corrupt an ethical, idealistic business executive? What's it like to be a prisoner in a Soviet hospital? Why in the world do teen-age girls get into cars with strange men? What leads a woman, who has what looks like a perfect marriage, to leave home? Why does a "normal" man retreat into a life of fantasy? What's it like to be black in South Africa? To be Chinese in America? What might our world be like after a nuclear holocaust?

Knowledge and wisdom come from experience. But many things we can't experience first-hand -- or wouldn't want to. Nevertheless, we can learn about these situations by entering into the fictional worlds that writers create, worlds that are often as revealing (and "true") as what we consider to be everyday reality. In this course we'll read short stories, primarily by Anglo-American writers, but also by writers from other cultures. We'll talk about them.

We'll write about them, mostly informally. In the process, we'll try to discover not only what these stories might mean and what we can learn from them, but how and why they mean what they do -- and how we, as readers, help create those meanings.

Expect to read 80-100 pages per week. Evaluation will be based on participation in class activities, ungraded written responses to the reading, a paper on your experience as a reader, and an exam.

BIBLIOGRAPHY: Ann Charters, The Story and Its Writer: An Introduction to Short Fiction
REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 - 11:30 a.m., M-F, A-212

ANGRY YOUNG MEN: BRITISH LITERATURE IN THE 1950's

ENGL 312
4 semester hours
T. Campbell

Part media invention, part genuine cultural phenomenon, Britain's "Angry Young Men" exploded onto the literary scene in the mid-1950's, voicing a generation's discontent with the post-WWII England of drab socialism, sexual repression, bogus patriotism and Suez shame. They confronted what they saw as a dreary, post-imperial present and lashed out at its outmoded political and aesthetic fashions. From the pained rant of Jimmy Porter, the declasse hero of John Osborne's Look Back in Anger, to the cheeky humor of Jim Dixon, the muddling hero of Kingsley Amis's Lucky Jim, the voices of rebellion were raised in plays, novels, poetry, and journalism.

This course sets out to investigate the myth of the Angry Young Men by examining the writers generally associated with this tag and by tracing the connection between the "Angries" and a related yet distinct group of writers collectively labelled the "Movement." Together they shaped the literature of the '50's much as the Auden generation shaped that of the '30's, and in their fight against a privileged view of art and culture they produced a new profile of the artist: suburban, lower-middle class, rationalist, jazz-loving, "red brick" educated. With what the establishment regarded as a philistine enthusiasm, they challenged the icons of the day - the romantic and exhibitionistic Dylan Thomas, for instance - with fierce but uproarious high spirits.

We'll read several novels, Amis's hilarious Lucky Jim, a now-classic satire on provincial Academia, its pretensions and politics, and John Wain's equally effective indictment of the fraudulent and banal in Hurry On Down. We'll look at what Osborne presented on the British stage; spend time with the "Movement" poets, Philip Larkin, Thom Gunn, D.J. Enright, Donald Davie, and (the single Angry Young

Woman) Elizabeth Jennings; sample the cultural criticism of Colin Wilson and the literary criticism of F.R. Leavis; and, finally, view several films based on the fiction of the period.

Students will be expected to keep an extensive reading and film journal from which they will generate a short critical paper and an oral presentation. There will also be one exam.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$3.00 film fee
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:30 - 12:00 noon, M-F, A-223

ANCIENT GREEK

GREK 101
4 semester hours
R. Snee

In Greek literature we find the birth of western civilization. The importance of the Greek contribution to our understanding of what it is to be human, to our thinking about ourselves and the world around us, and to our expression of that thought, can hardly be overestimated. The Greeks of the Classical period (5th-4th century B.C.) produced minds whose influence still pervades our modern world. Plato, Aristotle, the great tragedians, Aeschylus, Sophocles, and Euripides, to name but a few, have served as a definitive beginning and a source of inspiration for both systematic and poetic thought.

Historically, Greek political control of the eastern Mediterranean in the Hellenistic age (3rd-2nd century B.C.) made Greek the common (koine) language that it still remained in the days of Christ and the apostles. During the Pax Romana, or two hundred years of world peace under the Roman Empire, the New Testament written in Greek reached an audience whose culture as well as language had been informed by the Greek genius.

This course is an introduction to the language of our cultural and religious heritage, to the Greek of Classical authors and to the koine of the New Testament. The course assumes no previous experience with the Greek language. It is designed for students who plan to continue in Greek 102 in the Spring, but others may enroll.

The course emphasizes the acquisition of language skills and is an intensive introduction to the structure and vocabulary of ancient Greek. The ultimate objective is the intelligent reading of original texts, and short readings from Classical and Biblical authors begin almost immediately. More extensive supplementary reading is drawn primarily from the Gospel of John.

Evaluations will be based on daily quizzes, a mid-term exam and a final exam.

BIBLIOGRAPHY: C.A.E. Luschnig, An Introduction to Ancient Greek; ed. K. Aland, et al., The Greek New Testament; F.W. Gingrich, Shorter Lexicon of the Greek New Testament
REQUIREMENT FILLED: Languages
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 9:30 a.m. - 12:30 p.m., M-F, X-204

FAMILY CENTERED CHILDBIRTH

HEED 311
4 semester hours
P. Hoseth

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

The course will consider the following areas: anatomy and physiology of reproduction; pregnancy, labor and delivery; nutrition; Leboyer techniques; postpartum; breast feeding; midwifery; family planning and infant care.

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

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: This course is designed for all students. However, since the course is primarily designed for lay persons and consumers, upper division nursing students should contact the instructor prior to registering for the course.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 9:00 - 11:30 a.m., M-F, O-105

THE WOMEN WHO SETTLED THE WEST, 1830-1920

HIST 304
4 semester hours
B. Kraig

This course examines the experiences and contributions of women on the American western frontier. Among other topics, participants in the course will analyze the impact of the frontier environment on women's work, health, self-images, creativity, and social status. We will also analyze changes that women brought to the frontier, including "civilizing" elements of education, religion, and community work. Participants will compare modern skills, attitudes, and activities with those of frontier women; how many of us could have survived and thrived in the West a century ago?

Classroom activities will include discussion based on readings, viewing and discussing films and television shows that depict pioneer women, and lectures. Additional activities may include preparing a typical pioneer meal, hand-sewing a quilt square, and visiting historical museum exhibits.

Course participants will engage in classroom discussion, keep a journal of observations, prepare a 6-8 page paper comparing assigned readings, and collect and present "oral history" reports based on interviews with senior citizens. It is suggested that students have access to tape recorders for the "oral history" project. Grading will be based on the above work and involvement in course activities.

BIBLIOGRAPHY: Rolvaag, Giants in the Earth; Schlissel, ed., Women's Diaries of the Westward Journey; Stewart, Letters of a Woman Homesteader; Wilder, Little House on the Prairie and By the Shores of Silver Lake
REQUIREMENT FILLED: Interim
SPECIAL CONDITION: Students should have access to a tape recorder. It is not a prerequisite, but is advised.
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$5.00 to cover special food preparation
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 10:00 a.m. - 1:00 p.m., M-R, X-114

BEGINNING CHOIR

MUSI 302
4 semester hours
E. Harnic

This class is designed as an introduction to choral singing and for group instruction in basic skills and techniques used in singing. No audition or previous musical experiences of any kind is necessary. Students who have some experience in singing or have other musical background are welcome and will find the course a means to further their proficiency in the choral arts. Emphasis will be on using one's voice with confidence and freedom in group singing, beginning and intermediate note reading, and on making music together while gaining these skills. It is the instructor's hope and expectation that even students who have had no previous choral experience will at its conclusion feel confident in their ability to participate in school, church or community choirs in the future. Evaluation will be based on attendance and participation in class activities.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$5.00
MAXIMUM ENROLLMENT: 75
MEETING TIME AND PLACE: 3:00 - 5:00 p.m. and 6:00 - 7:45 p.m., M-R, X-201

INTENSIVE STUDY AND PERFORMANCE OF VOCAL JAZZ MUSIC

MUSI 308
4 semester hours
Staff

This course is an intensive study and performance of vocal jazz literature. The goal of the course is to achieve a professional level of musical performance and a musically mature understanding of the literature studied and performed. The course is open only to students who are members of the University Vocal Jazz Ensemble. Intensive rehearsals at the beginning of interim will culminate in a concert tour at the end of interim.

Evaluations will be based on attendance, participation and concert performance.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: This course is open only to students who are members of the University Vocal Jazz Ensemble.
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$50.00
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: Enrollment is limited to members of the University Vocal Jazz Ensemble.
MEETING TIME AND PLACE: 9:00 - 12:00 noon and 1:00 - 4:00 p.m., M-F, E-227

INTENSIVE STUDY AND PERFORMANCE OF INSTRUMENTAL JAZZ MUSIC

MUSI 309
4 semester hours
R. Gard

This course is an intensive study and performance of instrumental jazz literature. The goal of the course is to achieve a professional level of musical performance and a musically mature understanding of the literature studied and performed. The course is open only to students who are members of the University Instrumental Jazz Ensemble. Intensive rehearsals at the beginning of interim will culminate in a concert tour at the end of interim.

Evaluations will be based on attendance, participation and concert performance.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: This course is open only to students who are members of the University Instrumental Jazz Ensemble.
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$50.00
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: Enrollment is limited to members of the University Instrumental Jazz Ensemble.
MEETING TIME AND PLACE: 9:00 - 12:00 noon and 1:00 - 4:00 p.m., M-F, E-228

CHORAL SIGHT READING

MUSI 310
4 semester hours
R. Sparks

This course is designed to improve your sightreading abilities in the choral or small ensemble setting. Not an "exercise" based course, the majority of time and effort will be spent reading through a vast amount of choral literature of all periods and styles. Emphasis will be made on reading musically.

Students will participate in small groups as well as with the entire class.

You should have a minimal background in reading (sing or have sung in a choir). Materials will be at all grades of difficulty.

The goal of the course is to double your reading ability (and therefore double your enjoyment) over the course of the interim.

Students will be evaluated at the beginning and end of the course and graded on their individual progress.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 75
MEETING TIME AND PLACE: 9:30 - 12:00 noon, M-F, X-201

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

MUSI 311
4 semester hours
G. Youtz

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

This course offers a look at Western "Classical" music - its history, construction, and place in society, past and present. Recognizing that Classical music is a language that, like any other language, must be learned before the story can be understood, we will begin by examining basic principles of melody, harmony, rhythm and counterpoint. We will then voyage chronologically through 800 years of music, exploring both the forms (sonata, variation...) and the genres (symphony, concerto, opera...) of the Western "Classical" tradition.

No prior musical experience is required, nor is the ability to read music.

The course will consist of afternoon lecture/listening sessions and presentations of group projects. Homework will consist of readings in the text and frequent group projects. Evaluation will be based on participation, group projects, a midterm and a final.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-R, I-100

SONGS OF SCANDINAVIA

MUSI 318
4 semester hours
B. Poulshock

This course presents an eclectic collage of Scandinavian history, folklore, cuisine, language, art, dance, and music.

An interactive learning experience, "Songs of Scandinavia" offers the student a unique introduction to Scandinavian culture. More than a textbook study, the course includes lectures, discussions, video and film presentations, student projects, and live performances by guest singers, instrumentalists, and dancers.

The instructor will lecture and lead discussions on a variety of subjects, including: the golden age of the Lied; the influence of folk music on Scandinavian composers; and Edvard Grieg's influence on

vocal literature. Other members of the University staff will present additional topics, including: an overview of Scandinavian history; origins of Scandinavian languages; and the lives and works of artist Edvard Munch and poet/dramatist Henrik Ibsen.

Guest singers and pianists will present works of such composers as Grieg, Nielsen and Sommerfeldt. Guest folk dancers will perform and teach traditional Scandinavian dances. Professor Poulshock will lead the group in Scandinavian folk songs.

Each student will participate in at least one research project, on either a team or individual basis. Topics in previous courses have included: the Viking Era; Scandinavian Architecture; Characteristics of the Nomadic Samelats of Lapland; The Textile Industry of Scandinavia; and Scandinavian Cuisine.

"Songs of Scandinavia" concludes with a musical and culinary feast at the Professor's home. This informal event features performances by guest singers and pianists, and is accompanied by a Scandinavian Smorgasbord brunch.

Evaluation of the student is based on class participation, testing, and a final paper.

BIBLIOGRAPHY: T. Derry, A History of Scandinavia; E. Grieg, Romancer og Sange; D. Stevens, A History of Song; Valborg Hoven Stub, ed., Songs from the North; Norway, Sweden, Denmark; J. Yoell, The Nordic Sound

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-F, Eastvold Stage

HISTORY OF ORGAN BUILDING

MUSI 436
4 semester hours
D. Dahl

Discover the fascinating evolution of the 2000 year history of the pipe organ and its music through on-site visits to organs, live and recorded performances, readings and lecture/demonstrations. The course will visit approximately 20 pipe organs in the Puget Sound region, including Portland, representing various types of pipe organs, from as small as those of 3 stops to as large as ones with 60 stops. These organs will be examples of 17th and 18th century Baroque instruments, 19th century Romantic organs, and the best of the current scene, including eclectic instruments as well as historic replicas and restorations.

Slides of historic organs will be used in conjunction with recordings to demonstrate both the visual beauty as well as the acoustic splendor of the organ. The instructor and guests will perform live examples of the musical repertoire associated with various types of organs.

Fundamentals of organ technology will be explained (key actions, types of organ pipes, windchests and wind systems, and the essence of tonal design) as these evolve through Western European history and the United States. The course will serve both those with little prior knowledge of the organ as well as more experienced organists.

With a distinguished organbuilding shop in Parkland making handcrafted pipe organs, we are able to observe firsthand such processes as casting metal, making pipes and windchests, as well as the sophisticated art of pipe voicing.

Assignments will consist of selected readings, brief weekly oral exams, and participation in class field trips and demonstrations and any relevant recitals.

REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E or H,P,NC
COST IN ADDITION TO TUITION: \$25.00 to cover transportation
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 14
MEETING TIME AND PLACE: 9:00 - 12:00 noon, TWR, Eastvold Stage

HISTORY OF SCIENCE TO THE SCIENTIFIC REVOLUTION

NSCI 201
4 semester hours
K. Batker

Today we recognize science as an important part of our lives; this was not always the case. In this class we will look at how science has changed from its very beginnings in the ancient world up to the scientific revolution. We will study the birth of science in ancient Greece and ask how it all started, and we will also look briefly at science in China, India, and the Mideast. Then we will look at European science in the Middle Ages and Renaissance. We will conclude with the explosive growth of science with Galileo, Newton and others. Throughout this time we will see changes in scientific theories and scientific methods. We will examine as many branches of science as possible: astronomy, biology, medicine, mathematics, physics, and technology. We will consider the relationship between science and the society at large. Students will read selections from original works as well as secondary sources. There will be laboratory demonstrations of selected experiments.

There will be one substantial paper on a topic of the student's choice, and regular short writing assignments on the reading. There will be two tests. Grades will be primarily based on written work and tests and secondarily on class participation.

This course is appropriate for anyone who is interested in science.

REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., M-F, S-109

THE SURGICAL EXPERIENCE

NURS 312
4 semester hours
F. Gough

This is a patient-centered study of the nursing care required for patients undergoing surgical intervention. The course should help the student to develop knowledge of aseptic technique and goals of surgical care as it relates to the patient in surgery. The students will gain an understanding of their role as a member of the perioperative health team. Opportunity to apply aseptic technique will be given.

Students will spend three hours in class prior to their clinical experiences. They will be scheduled eight hours per weekday in the operating room with selected experiences in the induction area, in "scrubbing" and "circulating," and in the post anesthesia recovery area.

Students will be evaluated by written work (completion of a study guide, a journal of various experiences and self evaluation to be turned in at the completion of the course) and satisfactory clinical performance.

BIBLIOGRAPHY: J. R. Fuller, Surgical Technology: Principles and Practices; L. Groah, Operating Room Nursing: The Perioperative Role
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required
The course is designed for advanced students in the major.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 10

PERSONALIZED FITNESS PROGRAM

PHED 100
1 semester hour
B. Moore

REQUIREMENT FILLED: General University Requirement in Physical Education
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 11:00 a.m. - 12:15 p.m., MTWRF, Olson Auditorium Balcony

BEGINNING GOLF

PHED 151
1 semester hour
Staff

REQUIREMENT FILLED: General University Requirement in Physical Education

MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: 1:00-3:00 p.m., MWF

BOWLING

PHED 155
1 semester hour
Sec. A - UC Staff
Sec. B - B. Haroldson

REQUIREMENT FILLED: General University Requirement in Physical Education

COST IN ADDITION TO TUITION: \$25.00

MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE:
Sec. A, 8:00-9:15 a.m., MTWRF
Sec. B, 9:30-10:45 a.m., MTWRF

PERSONALIZED DEFENSE

PHED 157
1 semester hour
Staff

REQUIREMENT FILLED: General University Requirement in Physical Education

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

SKIING

PHED 170
1 semester hour
C. McCord

REQUIREMENT FILLED: General University Requirement in Physical Education

COST IN ADDITION TO TUITION: \$75.00 Course Fee (includes transportation & professional small group ski instruction). Students must provide their own equipment and pay the lift fees of \$60.00.

MAXIMUM ENROLLMENT: 60
MEETING TIME AND PLACE: Lecture Meeting: 7:00-9:00 p.m., Mondays, Jan. 8, 15, 22, HA 101
Six Slope Sessions at Alpentel, Snoqualmie, Ski Acres: Jan. 9, 11, 16, 18, 23 & 25, TR, 12:30 p.m. - 10:00 p.m.

WEIGHT TRAINING

PHED 177
1 semester hour
Scott Westering

REQUIREMENT FILLED: General University Requirement in Physical Education

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

LOW IMPACT AEROBICS

PHED 182
1 semester hour
Staff

REQUIREMENT FILLED: General University Requirement in Physical Education

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

INTERMEDIATE TENNIS

PHED 192
1 semester hour
D. Dixon

REQUIREMENT FILLED: General University Requirement in Physical Education

COST IN ADDITION TO TUITION: \$50.00 (for use of indoor courts). Class members are also provided a 50% reduction in cost of indoor play during the month of the lessons. Transportation to Sprinker is the responsibility of the student.
MAXIMUM ENROLLMENT: 16
MEETING TIME AND PLACE: 1:00-3:30 p.m., TR, Sprinker Center

CO-ED VOLLEYBALL

PHED 244
1 semester hour
Staff

REQUIREMENT FILLED: General University Requirement in Physical Education

MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 7:00-8:45 a.m., MTWRF, OA

DANCE TRACKS

PHED 300
4 semester hours
M. Seal

Take a risk and dive into an intense month of dance. Search for a fuller understanding of the creative process by throwing yourself on the floor! Tap those creative juices in an introductory class in movement technique. In this month-long journey, we will explore movement technique, improvisation and composition. The in-class experiences range from sensitive improvisations for beginners to video viewing of complex dance forms of professional modern companies. You will be developing your creative potential with a wide range of movement activities. Use your body, mind, spirit and imagination for a full month of inspired dancing.

Evaluation will be based on creativity, expressivity, class commitment, and notebook entries. Students will write a critique of one off-campus professional dance event.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-R, East Campus Gym

SPORTS MOTIVATION

PHED 308
2 semester hours
F. Westering

Sports Motivation is a stimulating and interesting course specifically designed for today's athletic coach or anyone involved in athletics. Sports Motivation is based on many new developments in psychology and athletics. Many winning ideas and techniques are presented on motivating individuals and teams, assessing strengths and weaknesses of individual players and teams, as well as methods of knowing and better understanding the attitudes and behavior of today's athlete.

Sports Motivation is the key to assisting the athlete strive for his or her maximum potential. The class members will be involved in group discussions and role playing situations with each motivational style (fear, incentive, attitude, and combinations of each). Students then have the opportunity to do reaction papers on the various motivational types that are on reserve in the library or on the seven films that are shown in class. The students write a final self-evaluation paper on their new insights, understanding and application of motivational styles, possible conflicts within these styles and how they can apply them to their lives.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 8:45 - 10:00 a.m., M-F, O-104

BODY IMAGE

PHED 315
4 semester hours
C. Hacker

The rise of eating disorders and the pursuit of thinness as an ideal for women are of vital interest today. This course places abnormal eating behaviors and attitudes towards the female body in a cultural context, drawing connections between circumstances of health, food supply, women's role in society, and stereotypes of beauty. The class format will emphasize group discussions and intrapersonal reflection. Outside speakers and current films will also be utilized to deepen the learners understanding of body image in both a personal and societal context. Student assignments include a book critique, class notebook/journal, and a Diet Program analysis. There will be extensive reading assignments relative to the next class period. Topics include: the connection between women and food, cultural definitions of beauty, eating disorders, nutrition, and biosocial factors affecting weight control.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-R, O-102

PHILOSOPHICAL ISSUES: CONSTRUCTING A WORLDVIEW

PHIL 101A
4 semester hours
K. Cooper

All of us hold beliefs about ourselves and the world that we didn't learn from science, or history, or the church. For example, we all believe that umbrellas continue to exist even when no one is looking, that the sun's having risen so often in the past gives us good reason to think it will rise again tomorrow, and that it is morally wrong for teachers to assign grades based on the student's height. Why do we believe these things? More importantly, how can we tell whether we are being reasonable in believing them?

Beliefs such as the above are sometimes called "world-viewish" beliefs: they describe the basic makeup of our world, comprising the framework for all our knowledge. This course will provide the student with an introduction to philosophy by focusing on what is perhaps most distinctive about the discipline: its formulating and criticizing of worldviews. By thinking together carefully about what we can know, what we can believe in, and how we ought to live, each of us can begin to develop a perspective on life that will be of importance throughout our days at PI.U. and beyond.

Our readings will range from the very introductory (what is philosophical reflection, and how can we tell when it is being done well?) to the very sophisticated (can one show, once and for all, that the evil and suffering in the world disproves the existence of God - or that it doesn't?). Plenty of time will be allotted for discussion.

There will be a quiz, a 7-8 page paper, and two essay exams on questions distributed in advance. Students will not be expected to agree with any specific "right answers," but rather to think carefully and critically about the issues we discuss and to provide rational support for their views.

REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 2:00 - 5:00 p.m., M-F, A-216

PHILOSOPHICAL ISSUES

PHIL 101B
4 semester hours
G. Arbaugh

Every civilized human being reflects on and has opinions about morality, God, human nature, freedom, good government, science, and what - if anything - makes life worth living. Most educated people, from time to time, also wonder about a variety of other fundamental issues such as the limits to human knowledge, whether computers can think, or whether animals have rights. Indeed, it has seemed to many that an interest in such basic issues is the unique mark of a human being. Perhaps machines in some sense do think, and perhaps animals experience suffering and joy and deserve respectful treatment, but is it not likely that only humans wonder about and even torment themselves with thoughts about God, justice, truth, beauty, and meaning in life?

To reflect on such basic matters is to philosophize, and to learn to do so critically and systematically is to become wise. In this course we will read the writings of important thinkers and practice a careful comparison and analysis of their opinions. In the process one can expect not only to learn what a number of great thinkers have thought about interesting issues (an important enough goal in itself), but also to refine one's own powers of thought and expression.

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

BIBLIOGRAPHY: J. Burr & M. Goldinger, Philosophical & Contemporary Issues 5th ed.

REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:30 - 12:00 noon, M-F, A-208

THE TRIAL OF SOCRATES: ATHEIST, FASCIST, CORRUPTOR OF YOUTH!

PHIL 301
4 semester hours
C. E. Huber, R. Jungkuntz (Guest Instructor)

Americans typically think of Socrates as a hero of sorts and martyr to the cause of truth and personal integrity. Virtually nothing in the historical record, however, would move the ordinary citizen in modern democratic America to think well of him. He was tried for scandalous anti-religious views common among Greek intellectuals, the corruption of young men, and worst of all, anti-democratic beliefs which denied the rights and abilities of the common man to participate in the life of the state.

In this course we shall act as a jury. We will view a dramatic reproduction of this famous trial and a variety of filmed excursions through Greece and Athens, read a current popular book about the trial, and examine the evidence from some of Plato's dialogues, which will culminate in a verdict by the class.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-F, A-204A

HEALTH CARE ETHICS: INFANTS AND CHILDREN

PHIL 323
1 semester hour
P. Menzel

When may we (or ought we to) let very seriously defective infants die rather than save them with medical treatment? May parents consent to important research on their children that poses some discernible risk of harming them? Should parents be allowed to pre-ordain the sex of their children, or to create them via hired surrogate mothers?

This class will deal with such questions by reading one book and several articles. Attendance, participation in discussion, and one 5-page paper will also be required.

REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 6:00 - 7:50 p.m., MW, A-209A

AESTHETICS

PHIL 352
4 semester hours
G. Myrbo

When we call a work **creative**, or a scene or object **beautiful**--when we say of something that it has **aesthetic value**--what do we mean? By what criteria do we make aesthetic judgments? How do the criteria for aesthetic judgments differ in the different arts; how do the criteria in poetry or music, say, differ from those in painting or architecture? How do aesthetic judgments differ from other normative judgments, such as moral judgments? Are aesthetic judgments in any sense objective? Are arguments about aesthetic merit resolvable? When aesthetic value clashes with moral value, should one or the other predominate?

In examining and exploring questions such as these, this course will involve not just readings but also off-campus visits to museums, special exhibits, and showings. Students will be required to write two tests and a term paper. Special projects and class presentations may also be arranged.

Students with previous course work and interest in art, music, poetry and literature are especially encouraged to enroll.

REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-F, A-206

THE ART OF ELECTRONICS

PHYS/ENG 305
4 semester hours
H. Woo

Understanding and designing a piece of art is similar to understanding and designing an electronic system. Categorization, theory, and familiarization with specialized vocabularies are part of understanding art forms. Creativity, style, and technique are inherent in design. This course will be concerned with the art of electronics; the tools, techniques, categories, and designs.

The study will be largely non-mathematical and will emphasize understanding without extensive calculations. Beginning at a level that assumes no previous exposure to electronics or electricity, the end goals will be that the student is conversant in electronic terminology, understands the basic operation of the building blocks of electronic circuits and systems, and understands the functions of several electronic systems. Subjects covered may include (1) linear circuit elements of resistors, capacitors, and inductors, (2) laboratory meters and instrumentation, (3) circuit analysis, (4) non-linear circuit elements of diodes,

transistors, and operational amplifiers, (5) effects of electrical noise, and (6) digital electronic systems.

The course will include both lectures and laboratory sessions. Students will maintain a laboratory journal and will participate in approximately two laboratory experiments per week. Reading assignments and quizzes are integral to the course, requiring students to spend significant out-of-class time studying the assigned material. Grades will be determined by participation, quiz grades, laboratory work, and the laboratory journal.

Students majoring in disciplines other than engineering or physics are encouraged to take this course. Students with a declared major of Engineering Physics or Computer Engineering may not take this course to satisfy the interim requirement.

BIBLIOGRAPHY: Horowitz and Hill, The Art of Electronics; Horowitz and Hill, Laboratory Manual for The Art of Electronics
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: The course is designed for all students except physics engineering and computer engineering majors.
GRADING SYSTEM: H, P, NC
COST IN ADDITION TO TUITION: \$20.00
MAXIMUM ENROLLMENT: 12
MEETING TIME AND PLACE: 9:00 a.m. - 1:00 p.m., M-F, S-210

PSYCHOLOGY OF WORK

PSYC 313
4 semester hours
C. Hansvick

Why do we work harder at some jobs than at others? Should our bosses treat us all the same? What are some of the illegal questions you might be asked when you are interviewing for a job and how will you handle them? Have you ever had a bad job performance report and what should you have done about it? How can you be more effective on the job? What career options are you going to pursue and how will you go about making your career choices? What about after you are hired on your first job after graduation?

This course is intended to help the student learn to respond more effectively in work situations due to increased understanding of the employer/employee relationship. It is also intended to stimulate the students to apply psychological principles and practices in their daily work experiences. Topics to be covered include introducing the student to concepts of job performance and evaluation, recruiting and training of employees, job motivation and satisfaction, leadership and organizational communication. It will follow primarily a lecture/class exercise format with some films. Grades will be determined by projects, exams, and class participation.

BIBLIOGRAPHY: R.D. Smither, The Psychology of Work and Human Performance; R.D. Lock, Taking Charge of Your Career Direction (Career Planning Guide, Book 1)

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Psychology 101 - Introduction to Psychology
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 1:30 - 4:00 p.m., M-F, A-210

PSYCHOLOGY OF LANGUAGE

PSYC 315
4 semester hours
C. Moon

Language acquisition has been called "the jewel in the crown of cognition". It is what defines us as intelligent creatures. In addition to acquisition, in The Psychology of Language we will explore ways in which psychologists and linguists have described language, its use in social contexts, how it relates to thought, and its pathology. Topics will include: the uniqueness of language to humans, speech in the womb, how babies babble, the principles of speech production and perception, grammar as more than a boring elementary school subject, bilingualism, speech errors as data, dialect and social relations, other ways in which we communicate, and problems like stuttering and aphasia.

The course will be a mix of lecture and discussion with liberal in-class language behavior on the part of students. There will also be demonstrations, primarily in the form of audio tapes, of various language phenomena. Grades will be based upon three of four in-class exams and contribution to discussion. Course objectives include: mastery of theoretical and technical aspects of language, informed appreciation of the difference between language and other forms of communication, the ability to discuss relationships between language and thought, competence in describing acquisition, and enthusiasm and increased curiosity about language.

BIBLIOGRAPHY: Textbook: V. Tartter, (1986) Language Processes, additional short articles to be assigned
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Introduction to Psychology or 2 college semesters of a second language
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: Students will be expected to purchase some reading materials.
MAXIMUM ENROLLMENT: 40
MEETING TIME AND PLACE: 1:00 - 4:30 p.m., M-R, A-204A

OLD TESTAMENT STUDIES: DOES ARCHAEOLOGY PROVE THE BIBLE?

RELI 330
4 semester hours
R. Gehrke

This course will consider the basic methods and chief results of archaeological research related to the Bible. After an introductory survey of the history and methods of modern scientific archaeology, significant finds will be considered chronologically: those of the Bronze Age (relating to the patriarchs, the exodus, the wilderness sojourn, settlement of Canaan) and those of the Iron Age (relating to the Judges, Israelite monarchy, exile, post-exilic and "inter-testamental" periods). Some consideration will also be given to the Palestine of Jesus' Day and the Roman World of the Earliest Church.

Currently popular topics (Have They Really Found Noah's Ark?) will receive consideration but emphasis will be on those discoveries which have broader and deeper significance for biblical studies (e.g. the Babylonian flood accounts). By choosing for special personal study a biblical site which is representative of a period (e.g. Samaria during the Divided Kingdom) the student will learn to evaluate current technical archaeological reports as well as treatments of the subject by scholars primarily interested in biblical history. Although not absolutely prerequisite, some general knowledge of biblical history is desirable.

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

REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 8:00 - 10:00 a.m., M-F, A-204B

MAJOR RELIGIOUS THINKERS, THE RELIGIOUS VISION OF H. RICHARD NIEBUHR

RELI 367
4 semester hours
P. Killen

Who am I? What shall I do? How am I related to other beings and to the Transcendent? In this course we will grapple with these questions in conversation with the writings of one of the United States' major twentieth-century theologians, H. Richard Niebuhr. We will read from Niebuhr's major books and clarify his persistent religious questions and his religious vision, relating them to our own lives. We will also explore to what extent and why we can call Niebuhr an "American" theologian.

The format of the course is a seminar. Careful reading and thinking about primary texts and active participation in discussions are required. The basis for evaluation will be quality of participation and a project to be negotiated with the instructor (e.g., 15-20 page paper, an annotated journal bibliography).

REQUIREMENT FILLED: General University Requirement
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 - 12:00 noon, M-F, A-202

GIFTED CHILDREN

SPED 313
2 semester hours
H. Owens

This course will introduce students to the world of gifted children. How to educate these children to meet their full potential has become a challenge to parents, teachers and administrators alike.

Through this course, students will develop a sense of why being gifted is often considered a challenge. Assessment and curricula appropriate for the gifted will be explored along with new and innovative teaching techniques. Creativity and how to recognize and nurture giftedness will also be highlighted.

Evaluations will be based on two quizzes and a short in-class presentation.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 1:00 - 3:30 p.m., MTR, P-010

PRACTICUM IN SPECIAL EDUCATION

SPED 399
1-2 semester hours
P. Rallo

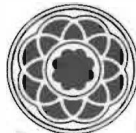
This course provides students a supervised experience with children and youth enrolled in special education settings. This experience may be taken locally or out of town, and placement will be made by the instructor in cooperation with local school districts. Students are to read and complete assignments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

Students requesting 1 hour credit must complete 45 clock hours, and those requesting 2 hours credit must complete 90 clock hours. The class satisfies the practicum requirement for the major and minor in special education. Specific assignments will be given in a special introductory meeting held December 7 at noon in P-10. Enrollment is limited to students registered before this date.

REQUIREMENT FILLED: Special Education major or minor
RESTRICTIONS OR PREREQUISITES: Tally cards required
GRADING SYSTEM: H, P, NC

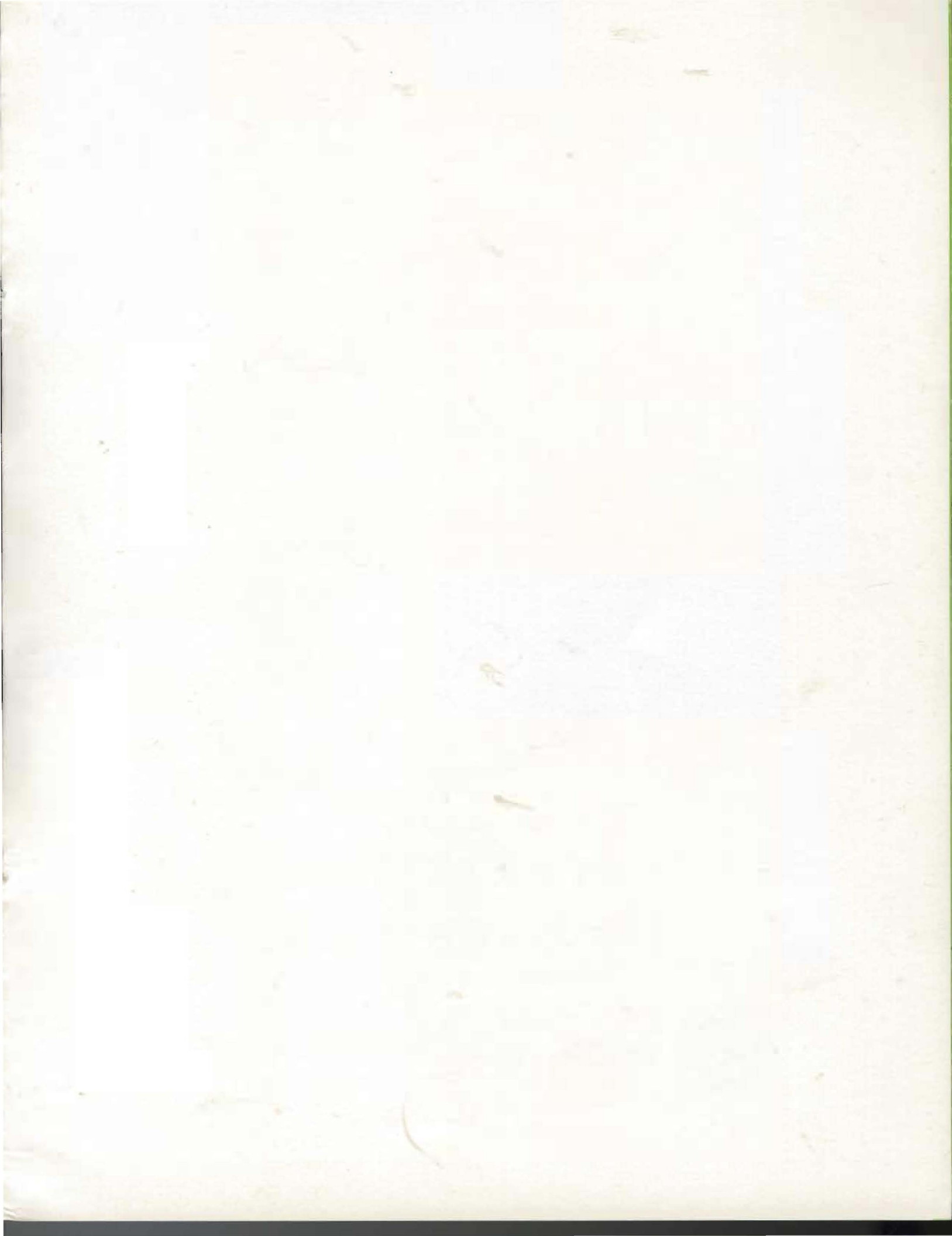
Pacific Lutheran University is fully accredited by the Northwest Association of Schools and Colleges as a four-year institution of higher education and by the National Council for the Accreditation of Teacher Education for the preparation of elementary and secondary teachers, principals, and guidance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

Address Inquiries About Interim to:
Judith Carr
Interim Director

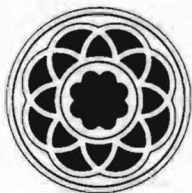


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