University Accreditation and Memberships

The University of Puget Sound is accredited by the Commission on Colleges of the Northwest Association of Schools and Colleges, an institutional accrediting body recognized by the United States Department of Education and by the Council for Higher Education Accreditation.

In addition to institutional accreditation from the Northwest Association of Schools and Colleges, the following programs have specialized accreditation or status. A complete statement of each program's accreditation or special status is presented with the program listing.

- Chemistry by the American Chemical Society
- Education by the National Council for Accreditation of Teacher Education
- Music by the National Association of Schools of Music
- Occupational Therapy by the Accreditation Council for Occupational Therapy Education
- Physical Therapy by the Commission on Accreditation for Physical Therapy Education

Enrolled or prospective students wishing to review documents describing the University's accreditation may do so in the Associate Deans' Office, Jones 212.
The information contained in this Bulletin is current as of May, 2002. Changes may be made at any time. Consult the University Website <www.ups.edu/bulletin/> for the most up-to-date information.
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The University

THE UNIVERSITY

The University of Puget Sound is an independent, predominantly residential, undergraduate liberal arts college with selected graduate programs building effectively on a liberal arts foundation. The University, as a community of learning, maintains a strong commitment to teaching excellence, scholarly engagement, and fruitful student-faculty interaction. Established in 1888 by what is now the United Methodist Church, Puget Sound is governed today by a wholly independent Board of Trustees.

The University's primary goal is to provide an outstanding liberal arts undergraduate program. The academic program, enrolling approximately 2,600 students, is based on a core curriculum for all students and includes a wide selection of majors in the liberal arts. A complete listing of these majors is found on page 11 of this Bulletin. Undergraduate professional programs integrated with the liberal arts are available in business and music. The University also provides small distinctive graduate programs in education, occupational therapy, and physical therapy.

Mission of the University

The mission of the University is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others, an appreciation of commonality and difference, the full, open, and civil discussion of ideas, thoughtful moral discourse, and the integration of learning, preparing the University's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.

Faculty and Students

The University's Faculty and Board of Trustees support a program committed to comprehensive liberal learning and academic excellence. The full-time faculty of approximately 210 is first and foremost a teaching faculty, selected not only for excellence in various subject areas but also for the desire and ability to transmit that knowledge in a manner that promotes critical thinking. Students benefit from classes taught by committed faculty members who welcome students not only into their classrooms but also into the scholarly community of the campus. Faculty members maintain an active intellectual life that nourishes their own scholarly development and their work with students.

The University is large enough to offer the advantages of sophisticated technologies and a rich array of programs, but small enough to preserve a relaxed, friendly atmosphere. Students come to Puget Sound with diverse backgrounds and interests from every state in the nation and from several foreign countries.

The University welcomes students, faculty, and staff of all religious faiths and racial and ethnic groups. The limited size of the student body, the residential campus, and the commitment of the faculty to intensive, rigorous education create a highly engaging experience in liberal learning.

The Academic Program

Through its undergraduate core curriculum, as well as through each of its majors and programs, the University of Puget Sound stands committed to providing a liberal education to last a lifetime. Such an education should enable students to adapt their careers and to assume ever greater respon-
The University

sibilities as new opportunities arise in a changing world. It should enable them, as well, to lead interesting, enriching, and personally satisfying lives, at the same time ensuring that they contribute significantly to the leadership and civic improvement of society. To these ends, the faculty has selected the following goals to emphasize in the undergraduate curriculum: (1) the ability to think logically, analytically, and independently; (2) the ability to communicate clearly and effectively, both orally and in writing; (3) the ability to learn on one's own; (4) breadth of learning in the form of familiarity with a variety of academic fields and potential interests; (5) depth of knowledge in a single field in order to know a sense of the power that comes with learning; (6) an understanding of the interrelationships among the various fields of knowledge and the significance of one discipline for another; (7) an acknowledged set of personal values; and (8) informed appreciation of self and others as part of a broader humanity in the world environment.

Interdisciplinary Study at Puget Sound
Some of the most exciting developments in higher education are occurring at the intersections of traditional subject-matters. The pursuit of new understandings by teachers and students who work across disciplinary lines enriches course offerings and research projects at Puget Sound. Many individual courses, the core curriculum, and several major and minor programs emphasize an interdisciplinary perspective. This interdisciplinary emphasis permits faculty to combine their particular strengths and creates an array of innovative courses.

The following interdisciplinary programs are available. Descriptions of each can be found in the "Courses of Study" section of this Bulletin.

Majors
Asian Studies
International Political Economy
Natural Science
Special Interdisciplinary Major

Minors
African-American Studies
Environmental Studies
Latin American Studies
Women Studies

Core Curriculum Programs
Honors
Humanities
Science in Context

Several academic departments offer interdisciplinary majors as well: Classics; Foreign Languages/International Affairs, (Foreign Languages and Literature department); Major in Business and the Business Leadership Program (School of Business and Public Administration); a BA in Music with Elective Studies in Business (School of Music); and a BS in Computer Science/Business (Mathematics and Computer Science).

Writing at Puget Sound
At Puget Sound, writing lies at the heart of liberal arts education. From Orientation, where students engage in intensive reading and writing as they warm up for their academic work, through the senior thesis or other significant writing projects in the major, students write as a way of thinking, learning, and communicating.

The University supports and encourages writing in all disciplines. Based on the motto that every writer needs a reader, the Center for Writing and Learning, staffed by faculty and peer tutors, assists students at every level no matter where they are in the writing process. Writing Excellence Awards recognize and reward good writing in all disciplines. Faculty receive curriculum development grants to work on sequencing and assigning writing in the major. In addition, faculty attend workshops on how to help students become better writers and on how to become better teachers of writing.

Co-curricular activities offer numerous ways for students to develop as writers—serving as peer writing advisor positions in the Center for Writing and Learning, writing for The Trail, the stu-
dent newspaper; Tamanawas, the yearbook; and CrossCurrents, the literary magazine; publishing their work in community newspapers, bulletins, and newsletters, in professional journals, and in University publications.

Student Research at Puget Sound
The University of Puget Sound offers many opportunities for students to engage in research, whether in the natural sciences, in the social sciences, or in the humanities. Most major programs of study either require or provide the option for a research-based thesis in the senior year. In addition, capstone seminars in the major are a staple of Puget Sound education. In these seminars, students most commonly research and write major papers and present their findings to their peers. Every spring the campus enjoys many public presentations of theses and research projects. In some majors, students also present their research findings at regional and national conferences. The faculty are actively committed to thoughtful mentoring of the intellectual growth of students. The careful structuring of the major so that seniors engage in active research, collaboration, and presentation results in graduates thoroughly prepared for graduate or professional school or for the mature responsibilities of professional-level employment. The University supports students' research not only through the curriculum but also through summer research grants and stipends, an array of first-rate scientific equipment, excellent library resources, and widespread access to information technology.

Study Abroad
Recognizing the importance of intercultural understanding in liberal education, the University of Puget Sound offers a wide choice of study abroad programs. Students may choose to study abroad for a full academic year, for a semester, or in the summer, enrolling through affiliated programs, exchanges with foreign universities, or approximately 100 other approved programs. Program locations include Argentina, Australia, Austria, Chile, China, England, France, Germany, Ireland, Israel, Italy, Japan, The Netherlands, Scotland, Spain, Taiwan, and Wales. Every three years the University of Puget Sound also mounts the Pacific Rim/Asia Study-Travel program under which students travel and study in several Asian countries over a nine-month period.

Academic Honor Societies
Puget Sound students are eligible for membership by election to two national academic honor societies: Phi Beta Kappa and Phi Kappa Phi. Both societies select students in their junior or senior year on the basis of scholarly achievement and good character.

Phi Beta Kappa elects members from liberal arts fields of study only, recognizing those students whose programs demonstrate breadth, including study of foreign languages and mathematics.

Phi Kappa Phi selects highly qualified student members from both liberal arts and professional fields of study.

Students also may be elected to a number of discipline-specific honor societies at the University.

The Campus
Puget Sound's campus features ivy-covered buildings of Tudor-Gothic architecture nestled among nearly 100 acres of native fir groves, emerald-green lawns, and lush landscaping. Located in Tacoma's quieter North End residential neighborhood, the University lies at the center of the Northwest's dynamic urban corridor that extends from Vancouver, British Columbia, to Portland, Oregon.
The University

Cultural Life
The University has long been one of Tacoma’s prominent educational and cultural centers providing the campus and local community with a wide array of student and faculty concerts and theatrical productions in addition to offering guest lectures and concerts by renowned artists. A listing of current campus events may be viewed on the University website.

The Puget Sound region is rich in its cultural, social, and educational opportunities. Our location in a vibrant metropolitan area places our students in proximity to the Pacific Rim, providing opportunities to explore a diversity of cultures. Moreover, the University’s location encourages engagement with a wider educational and artistic community. Puget Sound ArtsVenture, a packaged organized outing, facilitates campus access to these resources by offering economically priced round-trip transportation and a ticket to two outstanding arts events in Seattle, Tacoma, or Olympia each semester. Recent ArtsVentures include Los Folklóristas and Mozart’s Così Fan Tutte.

Theatre Arts Season
The Theatre Arts Season offers a significant range of dramatic performances annually. A major faculty-directed production is mounted each semester, along with Student-Directed One Acts in fall, the Senior Theatre Festival in spring, and other less formal productions initiated by faculty and students. Recent faculty-directed plays include Henry V, Into the Woods, The Three Sisters, Víncer Tom. A Streetcar Named Desire, and A Comedy of Errors. Students have directed and designed such plays as Cabaret, Much Ado About Nothing, Arcadia, and Polaroid Stories as part of the Senior Festival. Endowments, including The Norton Clapp Visiting Artist Series and Voices of the American Theatre, bring outstanding contemporary theatre makers to campus for workshops and presentations. Recent visitors include Bill T. Jones, Guillermo Gomez-Peña, Godfrey Hamilton and Mark Pinkish, Holly Hughes, and Steven Deitz, as well as Pulitzer Prize winners Edward Albee and Robert Schenkkan. Theatre Arts encourages all university students, regardless of major, to participate in all aspects of theatrical production, both onstage and behind the scenes.

The School of Music
Director of the School of Music: Keith Ward
The School of Music enriches the cultural life of the campus and community through performances, recitals, workshops, master classes, and colloquia given by faculty, students, University ensembles, and guest artists. The Jacobsen Series offers solo and chamber music recitals performed by School of Music faculty, alumni, and guest artists. Master classes are presented throughout the school year by visiting artists. Performing ensembles include: the University Symphony Orchestra, String Orchestra, Wind Ensemble, University Band, Jazz Band, Adelphian Concert Choir, Madrigal Singers, University Chorale, Dorian Singers, Opera Theatre, and chamber music groups, all of which perform in the School of Music 500-seat Concert Hall. Membership in student ensembles is open to all students, regardless of whether they are majoring in Music.

Kittredge Art Gallery
Director: Gregory Bell
Kittredge Gallery, operated by the Department of Art, annually presents a series of outstanding community and regional art shows, as well as exhibitions of Puget Sound’s Art Department student and faculty work. Exhibiting artists regularly present Art Talks and public lectures on their work.
James R. Slater Museum of Natural History

Director: Dennis R. Paulson

The James R. Slater Museum of Natural History is a research and teaching collection located in the University's Thompson Science Hall. In it are collected, preserved, and catalogued nearly 70,000 specimens of mammals, birds, reptiles, amphibians, invertebrates, and plants native to the Pacific Northwest and other parts of the world. The museum serves Puget Sound students and faculty, the community, and other scientists worldwide through visits, loans, and our Biodiversity website. The museum is a member of the Natural Science Collections Alliance.

Learning Beyond the Classroom

Liberal learning beyond the classroom comprises a significant portion of the collegiate experience. Puget Sound is a community in which each student's experience is enriched by the many opportunities to extend and supplement in-class learning through such activities as attendance at plays and concerts, involvement in student clubs, participation in intramural or intercollegiate sports teams, leading a residence hall or residence community group, or contributing volunteer service in Tacoma/Pierce County. In these and similar settings, students learn to solve problems, develop empathy and teamwork, navigate differences of viewpoint, communicate effectively, make friends and have fun together.

Some campus activities are structured to be clear extensions of the curriculum. Puget Sound students may choose to participate in co-curricular programs such as academic-residential programs in Humanities, Languages and Cultures, and Social Justice; Inside Theatre productions; intercollegiate forensics tournaments; production of student publications or campus radio broadcasts; and musical groups such as the Adelphian choir, the Jazz Band, the University Symphony Orchestra, or one of the many chamber music ensembles.

In addition, students can explore the greater Puget Sound region through Outdoor Programs (such as snowboarding, sea-kayaking, rock-climbing, and hiking), Film and Theatre Society and ArtsVenture, a program that connects students to cultural events in the Seattle-Tacoma area.

Students can choose to participate in student governance, whether through the Associated Students of the University, the residence hall associations, leadership of fraternities and sororities, membership in departmental clubs, or university committees. Students also participate in diversity programs, engage in spiritual and religious activities, and attend presentations by guest speakers, films, dances, and sporting events.

Other important features of campus life are less structured but also contribute to learning beyond the classroom, such as informal interchanges with a professor in the Diversions Café and spontaneous discussions of issues with other students in campus residences, on the Wheelock Student Center plaza, and in many other conversation spaces on the campus.

Detailed information on campus activities is available at the Wheelock Student Center information desk, in The Logger, from the various Student Affairs offices, at the University website (www.ups.edu/student-life), in the daily Tattler, or by calling the "What's UPS?" hotline at 879-3316.
THE BACCALAUREATE DEGREE

Completion of the baccalaureate degree at Puget Sound requires three important elements: study in the Core curriculum, study in a major field of emphasis, and study in exploratory and complementary elective courses. The Core curriculum is the center of the undergraduate experience at Puget Sound and fulfills four objectives: (1) to improve each student’s grasp of the intellectual tools necessary for the understanding and communication of ideas; (2) to enable each student to understand herself or himself as a thinking person capable of making ethical and aesthetic choices; (3) to help each student comprehend the intellectual dimensions of history, human society, and the physical world; and (4) to increase each student’s awareness of his or her place in those broader contexts. Students choose from a set of courses in eleven Core areas, developing over four years an understanding of the liberal arts as the foundation for a lifetime of learning.

University Core Requirements

Each candidate for the first baccalaureate degree shall have completed the following core. Courses listed in each Core category are those which fulfill the requirement in the 2001-2002 academic year. Revisions may alter this list.

| Communication I | To be taken during the first year. | CLSC 103 | ENGL 101 | FL 150 | HIST 100B, 100C | HON 101 | HUM 110, 111, 113, 120 |
| Communication II | | | | | | | |
| Option A (one unit) | A course in the development and practice of written expository composition. | | | | | | |
| Option B (two units) | Two courses of the same modern foreign language which are taught in the target language, or two semesters of the same classical language. | | | | | | |
| Communication II | To be taken during the first year. | COMM 101, 104, 105, 106, 108, 202, 204 | | | | | |
| | | CHIN 101/102, 201/202, 301; FREN 101/102, 201/202, 230, 240, 250, 301, 311, 402, 403, 404, 480; GERM 101/102, 201/202, 230, 250, 301, 311, 402, 403, 404, 480; GRK 101/102; JAPN 101/102, 201/202, 301/302; LAT 101/102, SPAN 101/102, 201/202, 230, 240, 250, 301, 311, 321, 402, 403, 404, 410, 480 |
| Mathematical Reasoning | To be taken during the first year. | CSCI 161, 261 | HON 213 | MATH 103, 121, 122, 221, 232, 257, 258, 271, 272 | PHIL 108, 172, 273 |
| (one unit) | A course to develop an understanding of mathematics and of quantitative reasoning, logical reasoning, or the algorithmic method. | | | | | | |
| Natural World                      | To be taken during the first two years. | BIOI. 101, 111, 112, 121  
CHEM 110, 111  
ENVR 105  
GEOI. 101, 102, 104, 105, 110,  
HON 212  
PHYS 105, 106, 107, 109, 110, 111, 112,  
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<td>Courses to develop an understanding of the natural world and the impact of scientific technology upon humans, involving regular use of laboratory or field work.</td>
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</table>
| International Studies            | To be taken during the second year.    | BPA 270  
ECON 162  
HIST 283  
PGL 201  
LAS 100  
PG 102, 103, 341 |
| (one unit)                        |                                        |                                                 |
| A course to develop an understanding of the functioning of international economic, social, and political systems. |                                        |                                                 |
| Science in Context               | To be taken the third year. Must be taken at Puget Sound. | SCXT 305, 310, 312, 314, 318, 320, 322, 325, 328, 330, 335, 345, 350, 352, 360 |
| (one unit)                        |                                        |                                                 |
| A course portraying the interrelationships among scientific disciplines, and giving context to scientific knowledge by relating it to other forms of understanding. Students are required to have completed the Natural World core requirements before enrolling in a Science in Context core course. |                                        |                                                 |
| Comparative Values               | To be taken after completion of all other University core requirements, preferably in the senior year. Must be taken at Puget Sound. | BPA 407  
CLSC 302, 305  
COMM 440  
CSOC 460, 470  
EDUC 418  
ENGL 375, 377  
FL 375, 380, 381, 383, 393, 395  
HIST 309, 333, 340, 348, 354, 355, 375  
HON 401  
HUM 302, 304, 305, 306, 307, 310  
PG 344  
PHIL 382, 386, 388, 390  
REL 301, 302, 369, 370  
SPAN 401 |
| (one unit)                        |                                        |                                                 |
| A course to develop an understanding of the process of making value judgments and the traditions which condition such judgments. |                                        |                                                 |
| Fine Arts                         | To be taken at any time during the undergraduate years. | ART 275, 276, 277, 278  
ENGL 220, 267  
FL 300, 365  
HON 206  
MUS 100, 220, 221, 222, 230, 274, 275, 276  
1111R 270, 275 |
| (one unit)                        |                                        |                                                 |
| A course to develop an understanding of artistic expression. |                                        |                                                 |

**Baccalaureate Degree**
### Baccalaureate Degree

#### Historical Perspective (one unit)
A course to develop understanding of the historical process and the relationship of the present to the past.

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<td>HUM 201</td>
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<td>REL 200, 204, 205, 253</td>
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#### Humanistic Perspective (one unit)
A course to develop an understanding of human existence as perceived by major thinkers.

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<td>CLSC 210, 222, 230, 231</td>
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<td>FL 115, 265, 320, 390</td>
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<td>HIST 371</td>
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<td>HON 211</td>
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<td>HUM 200, 202, 206, 208</td>
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<td>PHIL 106, 107, 109, 215, 252</td>
</tr>
<tr>
<td>REL 101, 102, 103, 108, 207, 218, 233, 290</td>
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#### Society (one unit)
A course to develop an understanding of cultural, social, economic, or political systems through the use of analytical tools.

<table>
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**Important note:** Specific courses applicable to the Core are subject to change. Students should check the Class Schedule each semester to verify the current courses applicable to the Core.

The following prefixes are used to denote schools, departments, and programs.

- **ART** Art Department
- **ASIA** Asian Studies Program
- **BIOI.** Biology Department
- **BPA** School of Business & Public Administration
- **CHEM** Chemistry Department
- **CHIN** Chinese (Foreign Languages & Literature)
- **CLSC** Classics Department
- **COMM** Communication (Communication & Theatre Arts Department)
- **CRDV** Career Development
- **CSCI** Computer Science (Mathematics & Computer Science)
- **CSOC** Comparative Sociology Department Department
- **ECON** Economics Department
- **EDUC** School of Education
- **ENGL** English Department
- **HUM** Humanities Program
- **IPE** International Political Economy Program
- **JAPN** Japanese (Foreign Languages and Literature)
- **LAS** Latin American Studies Program
- **LAI** Latin (Classics)
- **LC** Learning Center
- **MATH** Mathematics (Mathematics & Computer Science)
- **MUS** School of Music
- **OT** Occupational Therapy Program
- **PF** Physical Education Program
- **PG** Politics & Government
- **PHIL** Philosophy Department
- **PHYS** Physics Department
- **PSYC** Psychology Department
Baccalaureate Degree

EXSC  Exercise Science Department
ENVR  Environmental Studies
FL   Foreign Languages and Literature Department
FREN  French (Foreign Languages and Literature)
GIEO  Geology Department
GERM  German
GRK   Greek (Classics)
HIST  History Department
HON   Honors Program
PT    Physical Therapy Program
REL   Religion Department
SCXT  Science in Context
SIM   Special Interdisciplinary Major
SPAN  Spanish (Foreign Languages and Literature)
THTR  Theatre Arts (Communication and Theatre Arts)
WMST  Women Studies Program

Frequency of Course Offerings

Not all upper-division elective courses are offered every year. These courses are offered as departments are able to fit them into faculty members' teaching schedules, which may result in some courses being offered on an infrequent basis. However, each department makes certain that all required courses and an appropriate range of electives are offered regularly so that full-time students are able to graduate within four years. This Bulletin lists all courses in the curriculum in order to convey the richness of the wide variety of interests and expertise the faculty bring to the academic program at Puget Sound.

Degrees Offered

Bachelor of Arts with a Major in

Art
Asian Studies
Business Administration
Chemistry
Classics
Communication
Comparative Sociology
Economics
English
Foreign Language (French, German, Spanish, and Foreign Language/International Affairs)
History
International Political Economy
Music
Philosophy
Physics
Politics and Government
Psychology
Religion
Special Interdisciplinary Major
Theatre Arts

Bachelor of Science with a Major in

Biology
Chemistry
Computer Science
Computer Science/Business
Economics
Exercise Science
Geology
Mathematics
Natural Science
Physics
Special Interdisciplinary Major

Bachelor of Music

Elective Studies in Business
Music Education
Performance

Minors Offered

African-American Studies
Art
Asian Studies
Biology
Business Administration
Chemistry
Classics
Communication
Comparative Sociology
Computer Science
Economics
English
Environmental Studies
Exercise Science
Foreign Language (Chinese, French, German, Japanese, Spanish)
Geology
Baccalaureate Degree

History
Latin American Studies
Mathematics
Music
Philosophy

Physics
Politics and Government
Religion
Theatre Arts
Women Studies

Note: Students interested in graduate degree programs in Education, Occupational Therapy, or Physical Therapy should write the Director of Admission, University of Puget Sound, 1500 North Warner, Tacoma, WA 98416.

Degree Requirements

General
In order to receive the baccalaureate degree from the University of Puget Sound, a student must have:

1) Completed a minimum of 32 units. The 32 units may include up to 1.5 units of activity courses, up to 4 units of independent study, and up to four academic courses graded on the pass/fail system;

2) Earned a minimum of 16 units, including the last 8, in residence at the University; residence requirements also exist in Core, majors, minors, and graduation honors;

3) Maintained a minimum grade-point average (GPA) of 2.0 for all courses taken at Puget Sound;

4) Maintained a minimum GPA of 2.0 for all graded and all Puget Sound courses in the major(s) and the minor(s), if a minor is elected;

5) Maintained a minimum GPA of 2.0 for all graded courses, including transfer courses;

6) Met University core requirements;

7) Met requirements in an academic major;

8) Completed all incomplete or in-progress grades;

9) Filed an application for graduation with the Office of the Registrar. Applications are due in September for graduation in the following May, August, or December.

All degree requirements must be completed prior to the awarding of the degree. Degrees are awarded on three degree dates each year: May, August, and December.

Each student is subject to (a) degree requirements published in the Bulletin at the time of graduation, or (b) to degree requirements applicable at the time of matriculation, or (c) to degree requirements listed in any Bulletin published between the student's matriculation and graduation, provided that no more than six years separate matriculation and graduation. Students should be aware that specific courses applicable to the Core will fulfill the Core requirements only during the semester(s) that they are officially listed in a Bulletin or class schedule.

Courses which were listed as satisfying core or department requirements at the time of matriculation may be altered or removed from the curriculum before a student reaches graduation. In the case of department requirements, a student must plan alternate courses with the advisor.

Students entering the University with advanced standing should complete the following minimum core requirements at the University of Puget Sound:

1) Students entering with sophomore standing should complete in residence courses in International Studies, Science In Context, Comparative Values, and two additional core areas.
2) Students entering with junior standing or above should complete in residence courses in Science in Context, Comparative Values, and two additional core areas.

Graduation with Honors
University Honors (Cum Laude, Magna Cum Laude, Summa Cum Laude) are awarded to those baccalaureate degree candidates who have exhibited academic excellence and breadth of scholarship. To qualify, a student must have at least 16 graded units in residence at the University of Puget Sound, no fewer than 28 total graded units, and a minimum cumulative grade-point average of 3.70 at Puget Sound.

Graduation with Honors in the Major
Honors in the Major are awarded to those first baccalaureate degree candidates who have been recommended by their department in recognition of outstanding achievement in the major. No more than ten percent of a department's graduates will receive Honors in the Major.

The Dean's List
Full-time undergraduate students seeking their first baccalaureate whose semester grades are among the top 10 percent, who have three or more graded units, and who have no incomplete grades or withdrawals for the semester are named to the Dean's List. A Dean's List indication will appear on the student's permanent academic record.

Major Requirements
Students must declare their major area of study through the Office of Academic Advising by the end of the sophomore year. A major consists of a minimum of eight units outlined within a department/school or program. One major is required of all graduates. At least four units of the major must be completed in residence at Puget Sound. A 2.0 minimum grade-point average is required both for those courses completed at Puget Sound and elsewhere. Courses counting toward the major may not be taken pass/fail unless they are mandatory pass/fail courses.

Graduation with Two Majors
Students who wish to earn the baccalaureate degree with two majors may do so with clearance of the majors by the respective departments or schools. Whichever major is declared as the first major controls the degree to be awarded. Both majors must be completed before the degree is awarded.

Minor Requirements
An academic minor is not required for a degree; however, if the student elects to earn a minor, it must consist of a minimum of five units within the minor area. At least three of these must be completed in residence at Puget Sound. Specific requirements for the minor are established by the individual minor area. A 2.0 minimum grade-point average is required both for those courses completed at Puget Sound and elsewhere. Minors must be completed before the degree is awarded. A student may not major and minor in the same department. Courses counting toward the minor may not be taken pass/fail unless they are mandatory pass/fail courses.

Second Baccalaureate Degree
Students who wish to earn a second baccalaureate degree must complete a minimum of eight additional academic and graded units in residence subsequent to the awarding of the first baccalaureate degree. Students are required to complete departmental requirements current as of the date of post-baccalaureate enrollment. Each additional baccalaureate degree requires eight more discrete academic, graded units.
Courses of Study

AFRICAN AMERICAN STUDIES

Co-Directors: William Haltom, Politics and Government; Hans Ostrom, English

Advisory Committee: Michele Birnbaum, English (on leave 2002-2003); Nancy Bristow, History; Juli McGruder, Occupational Therapy; A. Susan Owen, Communication and Theatre Arts; Karen Porter, Comparative Sociology

African American Studies is an interdepartmental program. The program focuses on African American experiences, but it also recognizes that other academic subjects bear importantly on the understanding of these experiences and should have a place in the African American Studies curriculum. Students in the African American Studies Program will encounter African American experiences through a variety of disciplinary lenses; will confront the implications of living in an increasingly multi-cultural world and nation; will identify the local, regional, and national issues and problems that will affect their lives; and will formulate personal views and agendas for understanding such experiences, living, issues, and problems.

Requirements for the Minor

A minor in African American Studies requires five units, two of which must be at the 300-level or above.

1. Humanistic perspectives: 2 units
   Always applicable to African American Studies Minor
   ENGL 375, Topics in African American Literature: The Harlem Renaissance
   ENGL 390, Literature and History in the Civil Rights Era
   ENGL 482, Twentieth-Century African American Literature
   HIST 355, African-American Women in American History
   HIST 367, The Civil War
   HIST 378, Literature and History in the Civil Rights Era
   MUS 221, Jazz History
   REL 207, A Passion for Justice: Contemporary Liberation Theologies and Ethics

   Applicable to African American Studies Minor when they emphasize African American writing
   ENGL 340, Literary Genre: Poetry
   ENGL 341, Literary Genre: Drama
   ENGL 342, Literary Genre: Prose
   ENGL 343, Literary Genre: Non-Fiction
   ENGL 360, Major Authors
   ENGL 485, Literature and Gender

2. Social-scientific perspectives: 2 units
   CSOC 213, Urban Sociology: Cities, Regions and Peoples
   CSOC 215, Race and Ethnic Relations
   PG 311, Politics of Race and Ethnicity
   PG 314, U.S. Public Policy
   PG 315, Law and Society
   PG 316, Civil Liberties
   PSYC 281, Social Psychology
African-American Studies

3. Race in Context: 1 unit

Courses in this grouping have no obvious racial content but invite students to see the materials of the course from an African American perspective. This course will function as a capstone course for the minor. The student will negotiate an extra project to which the African American Studies committee and the instructor of the course must agree. This extra project may involve a regularly scheduled paper or other submission that the student agrees to expand or enhance to meet the expectations of the committee, consistent with the time and flexibility available to the instructor. This extra project may instead involve an additional paper or submission to be graded by the instructor. Negotiation of the capstone project must occur before the student begins the course. Students will present their projects, or portions thereof, at an annual gathering sponsored by the African American Studies program.

COMM 322, Television Criticism
CSOC 103, Social Problems
CSOC 305, Language, Culture, Society, and Power
ECON 218, American Economic History
ECON 241, Urban Economics
ENGL 447, Studies in Nineteenth-Century American Literature
ENGL 449, Studies in Twentieth-Century American Literature
ENGL 477, The Rhetoric and Culture of the City
ENGL 481, Asian American Literature
HIST 152, Survey of United States History to 1877
HIST 153, The United States Since 1877
HIST 280, Colonial Latin America
HIST 281, Modern Latin America
HIST 351, Early American Biography and Autobiography
HIST 359, The United States in the 1960s
HIST 371, American Intellectual History to 1865
PG 313, American Constitutional Law
PG 322, The Political Economy of Central America and the Caribbean
REL 302, Ethics of Responsibility and Difference
SCXT 320, Science and Racial Prejudice

Notes

1. Students and/or instructors may propose substitute courses to the advisory committee and the co-directors, but approval of such courses should be obtained before the course is taken.

2. A student may apply only two major courses to the minor in African American Studies. Applying African American Studies courses to satisfying core curriculum requirements is not restricted. All students interested in pursuing a minor in African American Studies should begin by discussing their plans with the co-directors and appropriate members of the Advisory Committee.
Art

ART

Professor: Ronald M. Fields; John McCuistion; Lili Nagy (on leave 2002-2003); Betty Ragan; Melissa Weinman Jagosh, Chair

Assistant Professor: Zaixin Hong; Michael Johnson

About the Department

The Art Department offers a Bachelor of Arts degree in Studio Art and Art History. The two majors are distinct, but students in either major are required to take supporting courses in the other area to insure breadth and depth in their knowledge of art. Particular attention is paid to the University's emphasis on writing, and all Art courses include a writing component. The department gives first priority to liberal education. The specific education of artists and of art historians is a very important second priority. Department courses serve majors as well as students who are enrolled for the Fine Arts core. Careful attention is given to meet the needs of these different student programs.

The Department occupies three small buildings with Kittredge Hall and its galleries as the nucleus. Approximately eleven exhibitions are held each academic year in the galleries.

Art Studio

It is the goal of the department that studio majors should be able to demonstrate a mastery of process, an understanding of the principles of design, a familiarity with art history, and a sensitivity to expression in visual language.

The studio areas are well equipped for an institution of our size. Course offerings include ceramics, foundations, drawing, painting, printmaking, photography, and sculpture. In addition to instruction from the regular staff, a number of visiting artists are brought to the campus each year to lecture and work with students.

Studio classes average 15 students per class, providing opportunities for close relationships between faculty and students. The studio faculty is exceptionally well qualified. All are exhibiting artists, showing their works in national and international competitive exhibitions and museum exhibitions, as well as, in regional and local shows.

Art History

Art history majors develop skills to analyze artwork from a wide range of cultures. This includes the study of methodology for analyzing art in the context of a particular civilization. Written work culminates in the presentation of a major paper that demonstrates the student's ability to apply methods of research and analysis.

Courses in art history cover the surveys of Western, Asian, and modern art history, with upper division (300-400 level) studies in Ancient, Medieval, Renaissance and Baroque, American, and several areas of Asian art history.

Requirements for the Major

BA Degree/Art Studio Emphasis

1. Completion of eight studio Art courses, specifically ART 101; 102; 109; 147; 251; 265; 281, and 450;
2. Completion of any three of the four art history courses, specifically ART 275, 276, 277, 278;
3. During the junior year art majors with studio emphasis are required to enter a minimum of two pieces of studio work in the December Student Exhibition. The work will be reviewed by the studio art faculty in order to determine the level of accomplishment of individual studio majors at mid-level in the studio program. Students who study abroad during the Fall semester of the junior year will present two pieces of artwork to the studio faculty when they return to campus. If the work is three-dimensional, slides or good photographs will be acceptable.

4. Satisfactory participation in the Senior Exhibition and the Senior Seminar.

5. At least four of the required Art courses must be completed at Puget Sound.

   Note: The Department would like to call the attention of Studio Art majors to PHYS 107, Light and Color, which is strongly recommended. Elective units are available in Art and Art-related fields which provide concentration, depth, and choices for the Art major in painting, ceramics, drawing, printmaking, and other fields.


BA Degree/Art History Emphasis

1. Completion of ART 101, 275, 276, 277, 494 and four of the following: 278, 360, 361, 362, 363, 364, 365, 366, 367, and 368. At least four of the required Art courses must be completed at Puget Sound.

2. Art majors with an art history emphasis will be evaluated at mid-level by the art history faculty.

3 Completion of two units in Modern Languages. ART 275, 276 may be waived for students with exceptional preparation by petition and permission of advisor(s).

   Advisors: Professors Fields, Hong, and Nagy.

   Note: Art grades for the major must be 2.0 or above. All units must be taken for a grade.

Requirements for the Minor

Art Studio Emphasis
Completion of a minimum of six units to include 1) ART 101, 102, 277; 2) three electives in different studio disciplines. At least three of these units must be completed at Puget Sound.

Art History Emphasis
Completion of the six units listed as required: ART 275, 276, 277 or 278, two art history units at the 300 level, and ART 494. At least three of these units must be completed at Puget Sound.

   Note: Courses more than 10 years old will not be applied to an Art Major or Minor.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

101 2-D Foundations This course is a study of the visual language in 2-dimensional media. Emphasis is on the theory and practice of composing visual statements in painting, drawing, and computer media. Available for non-Art majors. Offered each semester.

102 3-D Foundations Introduces the basic concepts of three-dimensional design. Both the historical perspective of three-dimensional art and studio work are stressed. Available for non-Art majors. Offered each semester.
109 Drawing  Visual study of nature through drawing; discussion of basic conceptual theory and technique, investigation into use of various media pertaining to the discipline of drawing. Available to non-Art majors. Offered each semester.

147 Introduction to Ceramics  A study of the fundamentals of forming objects on and off the wheel, glaze application, and firing techniques at both high and low temperatures. Lectures and discussions are a combination of demonstration and critique, with slide presentations of significant American ceramics and their cultural significance. Offered each semester.

247 Intermediate Ceramics  This course examines advanced methods of forming and decorating ceramics. Instruction covers clay bodies, glaze, surface treatment, and the loading and firing of kilns. Group and individual critiques focus on defining and developing a personal style. Prerequisite: Art 147 or equivalent. Offered each semester.

251 Painting  Students master basic skills in paint application and in rendering volumes and their environments. They learn the practical application of color theory to the visual analysis of particular light situations and to the mixing of pigment. Prerequisite: Art 101 and 109. Offered each semester.

265 Sculpture  Exploring the broad and diverse range of expressive forms available in contemporary sculpture concepts and materials. Prerequisites: Art 101, 102 for art majors. Open to students not majoring in Art with permission of the instructor. Offered both Fall 2002 and Spring 2003.

275 Studies in Western Art I: Ancient Art to Renaissance  This course is a survey examining the development of Western architecture, sculpture, and painting from early Western and Near Eastern origins to the early fourteenth century. Particular attention is given to the cultural contexts in which these forms emerge, and the artistic and historical significance of these works. Satisfies the Fine Arts core requirement. Offered once each year.

276 Studies in Western Art II: Renaissance to Modern Art  Slide lecture survey of the development of major aesthetic principles and art forms from the early Renaissance to the modern period, with particular emphasis on individual artists and their historical and intellectual settings. Satisfies the Fine Arts core requirement. Offered each semester.

277 History of Modern Art  Slide lecture survey examining the evolution of modern painting from the end of Impressionism to the present. Focus is on major personalities and movements, with considerations of the technical, cultural, and intellectual influences that contribute to the development of twentieth-century art expressions. Satisfies the Fine Arts core requirement. Offered each semester.

278 Survey of Asian Art  This course is a survey of the major artistic traditions of Asia, primarily of China, India, and Japan, from prehistoric times to the turn of the twentieth century. It examines important monuments and emphasizes the interaction of art and society, specifically, how different artistic styles are tied to different intellectual beliefs, geographical locations, and other historical contexts. The course includes a field trip to the Seattle Asian Art Museum. Satisfies the Fine Arts core requirement. Offered each semester.

281 Printmaking  Introduction to intaglio techniques, woodcut setigraphy, and stone lithography. Prerequisites: Art 101 and 109. Offered each semester except every other Spring semester.

285 Beginning Photography  A studio course that provides instruction in the basic materials and techniques of black and white creative photography, including understanding the use of the cam-
era, exposure of film, processing film, and making a print. Development of critical ability and a
personal style are emphasized. Students must have a camera that can be operated manually. Prereq-
usites: Art 101. Offered each semester.

310 Drawing and Painting the Figure This course emphasizes the use of the figure to serve art-
istic expression. Working from the live model, students learn the anatomy of the human figure
and a variety of painting and drawing techniques. Students develop the content of their work
while attending to its placement within the tradition of figurative art. Prerequisites: ART 251. Of-
fered every Spring semester.

332 Museums and Monuments This course attempts a comprehensive survey of London’s
monuments and museums that, with the help of their objects and artifacts, provides us with a
knowledge of British history. It also tells the story of the maidens and the men, the myths and the
mutinies that have contributed to the fabric of the London one sees today. Offered only as part of
the ILACA London Program.

348 Ceramics: Handbuilding This course will introduce the student to historical and contem-
porary approaches to handbuilding with clay. Study will be divided between studio approaches to
clay fabrication and independent thinking with regard to contemporary issues in ceramics. Prereq-
usites: ART 147 or equivalent or with instructor’s permission. May be repeated once for credit with
instructor’s permission. Offered every other year; offered Spring 2004.

350 Intermediate Painting and Drawing The course material addresses issues in color and tonal
relationships, scale, and composition at the intermediate level. Students will develop a personal
visual vocabulary by making deliberate choices about subject matter and the handling of media.
Students who have received credit for ART 210 or ART 351 may not receive credit for ART 350.
Prerequisites: ART 109, 251. Offered on an occasional basis; not offered 2002-2003.

355 Watercolor The study and practice of working with aqueous painting vehicles: transparent
and opaque watercolor. Working from varied subject matter of landscape, still life, interiors, the
human figure, and abstract forms. Prerequisites: ART 101 and 109 for Art majors; permission of
instructor for non-Art majors. Offered only in Summer Session on an occasional basis.

360 Art and Architecture of Ancient Greece The study of art and architecture of Ancient
Greece, Minoan, Mycenaean, Archaic through Hellenistic Greek art and architecture, and their
function in their respective societies. Emphasis on changing styles and select topics of art histori-
cal significance. Offered every other year; not offered 2002-2003.

361 Art and Architecture of Ancient Rome The study of the visual arts of ancient Italy: Etruria,
Rome, and the Roman colonies to the end of the fourth century A.D. Emphasis on the cultural
and political significance of architecture and art in early Italy. Offered every other year; offered
Fall 2002

362 Byzantine and Islamic Art Comparative study of the aesthetic principles of the Byzantine
and Islamic civilization during the Middle Ages. Emphasis on the analysis of stylistic peculiarities
in their social and cultural context. Offered every other year; offered Spring 2003

363 Medieval Art The development of art and architecture in the Middle Ages with special em-
phasis on Western Europe from the Age of Constantine the Great to the High Gothic period; reli-
gious, economic, and political basis of Medieval art. Usually offered every other year; not offered
364 Italian Renaissance and Baroque  The development of painting, sculpture, and architecture from the early fifteenth century in Florence through the early work of Michelangelo at the end of the century in Rome and to the post-reformation Mannerist work of his late career. The development of the Baroque will be traced from the end of the sixteenth century and will culminate in the seventeenth century achievements of Bernini. Offered every third semester; not offered 2002-2003.

365 David to Cezanne: Nineteenth-Century Art in Europe and the U.S.  The development of painting from the years of the American and French Revolution to the end of the nineteenth century, with particular emphasis on the social, political, and artistic issues of the Neoclassic, Romantic, Realist, Impressionist, and Post-Impressionist periods. Offered every third semester; not offered 2002-2003.

366 American Art  Slide lecture study of European-American architecture, painting, sculpture, and domestic arts of the seventeenth, eighteenth, and nineteenth centuries. Particular emphasis is given to late Georgian architectural practices and the indigenous painting movements of the nineteenth century. Offered every third semester; offered Fall 2002.

367 Chinese Art  This course is an introduction to the foundations of Chinese art from the Neolithic period to the present. It covers the arts of ceramics, bronze, jade, painting, calligraphy, sculpture, and architecture. Emphasis is placed on the relationship of art forms and the socio-political forces and intellectual discourses that shaped them. Each class combines lecture and discussion. The course includes two hands-on sessions of Chinese calligraphy and ink painting. Students who have received credit for ART 374 may not receive credit for ART 367. Offered every other year; offered Fall 2002.

368 Japanese Art  This course is a survey of the visual arts of Japan from the Neolithic period to modern times. The course will also examine the social, political, and philosophical atmosphere that shaped these arts. Architecture, sculpture, ceramics, and decorative arts will be discussed, but painting and woodblock print will be emphasized in the later periods. Offered every other year.

369 Twentieth-Century Chinese Art  This course examines Chinese art in the socially and politically tumultuous twentieth century, which has witnessed the end of Imperial China, the founding of the Republic, the rise of the People's Republic, and the impact of the West throughout the period. The focus will be on the art and society from the Cultural Revolution (1966-1976) to the end of the century. Offered every other year; offered Fall 2002.

370 Buddhist Art  This course is an introduction to the major monuments and movements of Buddhist art in Asia, including China, Korea, Japan, Southeast Asia, and Tibet. Emphasis is placed on the interaction of different Buddhist concepts/schools and diverse visual forms that represented them. Issues of examination include the evolution of the Buddha's image from aniconic to iconic representation, the development of Buddhist iconography in relation to other religious iconography and secular imagery, the role of patronage, and the relationship of pilgrimage and art production. Each class combines lecture and discussion. Offered Spring 2003.

371 East Asian Calligraphy  This course provides a comprehensive introduction to the history and techniques of East Asian calligraphy as one of the supreme artistic accomplishments in China, Japan, and Korea. It will combine the historical study of this art form with its hand-on practice as an art performance. Emphasis will be put on the understanding of the multi-function of calligraphy in East Asian society. Offered every other year; offered Spring 2003.
382 Experimental Printmaking  This course includes studio projects that explore image content. The course also introduces the collagraph and photo etching. Work is concentrated in one of the four major print processes: intaglio, silk screen, lithography, woodcut. Materials fee. Prerequisites: ART 101, 109, and 281, or permission of the instructor with portfolio review. Offered every two years; not offered 2002-2003.

385 Intermediate Photography  This is a course in black and white photography in which the student will work to develop a personal vision and the techniques needed to present that vision. Advanced techniques including archival processing, the Zone System of exposure, and alternative methods will be introduced. Prerequisites: ART 101, 109 and 285 or permission of instructor after portfolio review. Offered every second year; offered Spring 2004.

386 Non-Silver Photography  This is an intermediate level photography course that expands the skills learned in Beginning Photography. The class will include early photographic processes that helped to lay the foundations for contemporary photography. Van Dyke brown, cyanotype, and gum printing will be included in the laboratory instruction. Prerequisites: ART 101 and ART 285. Offered every third semester; offered Spring 2003.

387 Introduction to Digital Imaging  This is a studio course that provides instruction in the techniques of Photoshop and Illustrator at the beginning level of digital imaging. Use of the flatbed scanner and film scanner will also be included. The last half of the semester will foster the development of original ideas in imagery and an introduction to ethical and creative concerns in digital imaging with particular attention to the use of the photographic image in composing digital artwork. Prerequisites: ART 101, 285. Offered every other year; offered Fall 2003.

450 Studio Seminar: Advanced Issues in Expression and Production  This course is about thinking and working as an artist, which involves the process of finding one's subject, discovering one's method of working, and examining these things as parts in the creative process. By focusing on process, students will create a coherent body of work. In addition to studio work, students will engage in discussions of readings about theories and issues in contemporary art. This course is required of all studio art majors who enter the university in the fall of 2002 or thereafter. Prerequisite: any intermediate-level studio art course. Offered every fall semester.

451 Advanced Painting and Drawing  The course material addresses issues in large-scale composition, artistic method, and the creative process. Emphasis is placed on making clear visual statements through a coherent body of work. Prerequisites: ART 251 and any intermediate-level painting or drawing course. Usually offered every Fall semester; not offered 2002-2003.

494 Seminar in Art History  Open only to junior and senior Art history majors or minors. The seminar focuses on the historiography of art history; methods and techniques of research and writing. Content varies with instructor. Prerequisites: ART 275 and 276. Offered Spring semester.

495/496 Independent Study  Independent study is available to those students who wish to continue their learning in an area after completing the regularly offered courses in that area. Requires junior standing, a contract with the supervising professor, and departmental approval.
Asian Studies

ASIAN STUDIES

Director: Stuart Smithers, Religion

Pacific Rim/Asia Study-Travel Program Director: Elisabeth Benard

Committee: Suzanne Barnett, History; Karl Fields, Politics and Government; Zaixin Hong, Art; Paul Huo, Business and Public Administration; John Knutsen, Business and Public Administration; Nick Kontogeorgopoulos, Comparative Sociology; Sunil Kukreja, Comparative Sociology; Mikiko Ludden, Foreign Languages and Literature; Margaret Nowak, Comparative Sociology; Lo Sun Perry, Foreign Languages and Literature; Michael Suginoto, Foreign Languages and Literature; Judith Tyson, Foreign Languages and Literature.

About the Program

Students majoring in Asian Studies develop an understanding of diverse patterns of Asian life; increase their analytical sophistication; deepen their appreciation of interdisciplinary perspectives; acquire disciplinary depth within a multidisciplinary program of study; and cultivate their intellectual skills.

The Asian Studies Program offers students an interdepartmental curriculum in Asian affairs. All students—including majors, minors, or those choosing one or more Asian Studies courses as part of their liberal arts education—will add a multicultural dimension to their programs of study. The Asian Studies curriculum allows students to investigate Asia from a variety of disciplinary perspectives and enables them to cultivate useful analytical tools.

Students may seek a major or minor in Asian Studies. For most students, however, the Asian Studies curriculum complements work in another major field. Students taking Asian Studies courses will come to understand the traditions, changes, and contemporary problems of East, South, and Southeast Asia, with a particular focus on China, India, and Japan.

Asian Studies majors are required to study an Asian language. Some students will study abroad in Asia, including the University’s unique nine-month Pacific Rim/Asia study-travel program. All students in the Asian Studies Program, with or without Asian language or travel experience, will come to appreciate Asian societies as integral parts of our shared present and future world.

The Pacific Rim/Asia Study-Travel Program, scheduled every three years (in Asia 2002-2003), is a full academic year of courses taught in different locations in Asia. Approximately 20 students participate in the program through a process of formal application; selection is by the University’s Study Abroad Selection Committee. Participants prepare in advance of the scheduled study-travel year by passing specified prerequisite courses in Asian Studies and a non-credit course of readings assigned by the Pacific Rim/Asia Program director.

Students may begin work in Asian Studies with an introductory course at the 100 or 200 level, or with an advanced or more specialized course. Each student wishing to pursue the major or minor must coordinate his or her program with the Director of Asian Studies and should select an advisor from among the faculty members in the Program.

Requirements for the Major

A major in Asian Studies consists of 12 units:

1) One unit ASIA 144 or 150;

2) Eight units: 6 units from Track I plus 2 units from Track II; or 6 units from Track II plus 2 units from Track I; or Track III—minimum 4 units (at least one 300/400) from Track I and/or Track II plus nine-month Pacific Rim/Asia Study-Travel Program;
3) Two units of Japanese or two units of Chinese from courses listed below under "Language Courses," or two approved units of another appropriate Asian language. Any variation must be in writing and approved by the Asian Studies Committee;

4) One unit ASIA 489 or approved research seminar course in Art, Business and Public Administration, Comparative Sociology, Economics, Foreign Languages and Literature, History, Politics and Government, or Religion. Normally, the Asian Studies Project will be a senior project and will involve a substantial written product showing command of a wide range of source materials. A public presentation of the project is required. (Note: Track III majors must fulfill the major project requirement by way of the research-project course, ASIA 370.)

A 2.0 GPA is required for the major, and to count toward the major a course must be C- or above (no Pass/Fail). Exclusive of foreign-language classes, at least 6 of the 12 units must be at the 300/400 level. At least six units in the major must be completed in residence at this university. Every student must coordinate his or her program with the Director of Asian Studies. There is allowance for variation, as arranged with the Asian Studies Committee.

There is no time limit on courses applicable to the major in Asian Studies.

Requirements for the Minor

A minor in Asian Studies consists of 6 units:

1) One unit ASIA 144 or 150;

2) Five units: minimum 3 units from Track I plus minimum 1 unit from Track II and one other unit; or minimum 3 units from Track II plus minimum 1 unit from Track I and one other unit; or 1 unit (300/400) or more from Track I or Track II plus nine-month Pacific Rim/Asia Study-Travel Program.

A 2.0 GPA is required for the minor, and to count toward the minor a course must be C- or above (no Pass/Fail). At least 2 of the 6 units must be at the 300/400 level. Every student must coordinate his/her program with the Director of Asian Studies. (Note: Where a course both supports a minor in Asian Studies and fulfills a major requirement in another field, a student may not count more than one unit from the major toward the minor in Asian Studies.)

There is no time limit on courses applicable to the minor in Asian Studies.

There is allowance for variation, as arranged with the Asian Studies Committee. Additionally, a student may count a maximum of 1 unit of Japanese or Chinese or other appropriate Asian language toward the minor. The language unit must come from courses listed below under "Language Courses" or be equivalent, and it cannot substitute for one of the required two "track" courses at the 300/400 level.

1. Threshold Courses: Interdisciplinary

144 Asian Societies Past and Present  This course is an interdisciplinary introduction to China, India, and Japan in the twentieth century as products of their three separate and distinctive traditions. Study of China's revolution, India's independence, and Japan's economic success informs analysis of modern change in East and South Asia with reference to politics, society, economic activity, and ideas. Fundamental to this analysis is understanding of the tenacity of traditional values and cultural patterns. Satisfies the Historical Perspective core requirement.

150 The Civilization of India  This course is an interdisciplinary introduction to the civilization of India. The general focus is the theme of continuity and change in Indian cultural history. This
Asian Studies

theme will be pursued by noting the manner in which Indian values, attitudes, and social structures from the ancient period have affected medieval and modern social and political developments. After a brief presentation of Indian history from the period of the Muslim invasions to independence, discussion will turn to contemporary problems of development. These will be analyzed to determine how they have been influenced by traditional Indian values and thought forms, and in what ways they are products of India's unique medieval and modern history. Satisfies the Historical Perspective core requirement. Not offered 2002-2003.

2. Track I: Humanities

ART 278, Survey of Asian Art
ART 367, Chinese Art
ART 368, Japanese Art
ART 369, Twentieth-Century Chinese Art
ART 371, East Asian Calligraphy
ASIA 344, Asia in Motion
FL 265, The Lyric and Narrative Codes of Premodern Japanese Literature
FL 320, Modern Japanese Literature
FL 365, Japanese and Asian Film
FL 375, Narrating the Nation: Japanese Literature and Modern Identity
HIST 145, Sightings: China in European and American Perception—A Freshman Seminar in Historical Perspective
HIST 245, Chinese Civilization
HIST 247, The Forging of the Japanese Tradition
HIST 346, China Since 1800: Reform and Revolution
HIST 347, New China: The Rise of the People's Republic
HIST 348, Japan's Modern Century
HUM 208, Classics of East Asia
HUM 307, Shanghai and Tokyo in the 1920s
HUM 310, Postmodernism and Japanese Mass Culture
REL 233, Japanese Religious Traditions
REL 328, Religion, the State, and Nationalism in Japan
REL 329, Religion and Nature in East Asia
REL 330, Zen and Japanese Society
REL 332, Buddhism
REL 334, Vedic Religion and Brahmanism
REL 335, Classical Hinduism

Track II: Social Science

ASIA 344, Asia in Motion
BPA 371, International Business: Japan and the Developed Countries of Asia
CSOC 203, Anthropological Study of Religion
CSOC 323, Tourism and the Global Order
CSOC 316A, Social and Cultural Change
CSOC 335, Third World Perspectives
CSOC 341, Modernization and Social Change in Southeast Asia
PG 323, Asian Political Systems
PG 372, Japanese Political Economy
Track III: 9-month Pacific Rim/Asia Study-Travel Program

4 units (at least 1 at the 300/400 level) from Track I and/or Track II; remaining units Study-Travel curriculum, including

370 Pacific Rim/Asia Study-Travel Program Project  This course will require of all students common readings and individual projects on Asian life and thought within the discipline of the instructor. Each student initiates a topic and conducts bibliographic research on campus and research on site during the year in Asia as part of the Pacific Rim/Asia Study-Travel Program. Each student presents the project for critical review by others in the group. Taught only as part of the Pacific Rim/Asia Study-Travel Program. Topic for 2002-2003: Significant Space.

373 Indian Archaeology  This course is an introduction to Indian archaeology focusing on Karnataka State with a special emphasis on the medieval empire of Vigyanagara, City of Victory. The students will be introduced to archeological methods of excavation and dating. They will study the major monuments and images in Karnataka State and the course will culminate with fieldwork in the City of Victory. Offered only as a part of the 2002-2003 Pacific Rim/Asia Study-Travel program.

Prerequisites for the Pacific Rim Program

Three courses, one each from three of the following four categories:

a)  HIST 245, 247, 346, 348  
b)  REL 233, 330, 332, 334, 335  
c)  CSOC 203, 316A; 323, 335, 341  
d)  PG 323, 372

and either one course from the fourth category or one other course from the Asian Studies Program, Track I or Track II.

Courses for 2002-2003 Pacific Rim/Asia Study-Travel Program (see departmental listings for descriptions)

ASIA 370, Significant Space  
ASIA 373, Indian Archaeology  
BIOL 272, Biology and Ecology of Indo-Paciﬁc Coral Reef and Tropical Island Ecosystems  
ENVR 305, Ecotourism and Panda Conservation in China  
HIST 248, Political and Cultural History of the Kansai Region  
PG 375, Thai Politics  
REL 336, Tibetan Buddhism  
REL 369, Power, Gender, and Divinity: The Construction of Goddesses

3. Language Courses

CHIN 101/102, Elementary Chinese  
CHIN 201/202, Intermediate Chinese  
CHIN 301/302, Advanced Chinese  
JAPN 101/102, Elementary Japanese  
JAPN 201/202, Intermediate Japanese  
JAPN 301/302, Third-year Japanese  
JAPN 401/402, Fourth-year Japanese
Asian Studies

4. Asian Studies Project

489 Asian Studies Project Research and preparation of the Asian Studies senior project. Each Asian Studies major will initiate a topic, identify a supervising instructor, and develop a project plan in consultation with the instructor and the director of Asian Studies. The project requirement can also be met by an approved research seminar in a department participating in the Asian Studies Program, or by the Pacific Rim/Asia Study-Travel Program research-project course, ASIA 370.

Elective Courses

344 Asia in Motion This course explores the interactions of Asian peoples—the commodities, social practices, and ideas which they produce—across borders, both political and imagined. The course crosses disciplinary borders, as well, drawing upon divergent materials from the humanities and social sciences in an attempt to do justice to a contemporary context that could be called “Asia in motion”. An underlying thesis holds that, since nineteenth-century colonialism, nations in the “West” and “Asia” participate in a global, dialectical movement in which notions of identity (national, cultural, ethnic, religious, territorial, linguistic) share moments of fluidity and fixity.

Asian Studies Colloquium

The Asian Studies Colloquium series consists of presentations by guest speakers, special films, and other cultural events to promote campus interest in Asian affairs. Meetings occur on an irregular basis and are open to the entire University community and especially to students enrolled in Asian Studies courses. For information, see the Director of the Asian Studies Program.

BIOLOGY

Professor: Mary Rose Lamb, Chair; Terrence R. Mace; Beverly Pierson (on leave 2002-2003); Wayne Rickoll

Associate Professor: Alyce DeMarais (on leave Fall 2002); Susannah Hannaford; Elizabeth Kirkpatrick; Alexa Tullis; Peter Wimberger

Assistant Professor: Joel Elliott; Andreas Madlung

Visiting Assistant Professor: Gregory Crowther; Katherine Glew

Instructor: Joyce Tamashiro

Visiting Instructor: Edward DeGrauw

Director, Museum of Natural History: Dennis Paulson

About the Department

As befits its place in a liberal arts university, the Biology Department offers a breadth of courses in modern biology for science majors and courses on contemporary topics in biology for non-majors. Science education for non-majors is provided through a number of different natural world and science-in-context core courses. The curriculum for majors covers modern biology from molecules and cells through organisms, populations, and ecosystems, and emphasizes the conceptual, historical, and technical progression of biological science. Specialization in specific areas of biology is made possible by offering a variety of advanced elective courses.
For many students the Biology major can be used as preparation for graduate school or professional careers in the health sciences and secondary teaching.

As part of the Thompson Science Complex, the Biology Department promotes close contact between faculty and students through faculty-taught laboratories and a highly organized student/faculty research program. The department has well-equipped programs for faculty-directed student research in areas such as cell and molecular biology, physiology, ecology, and evolutionary biology. A unique program for the undergraduate is coursework in the techniques of electron microscopy and its application to biological problems. For marine and other animal studies, the department maintains a cooperative agreement with Pt. Defiance Zoo and Aquarium. The James R. Slater Museum of Natural History serves not only the students and the staff in the Biology Department but also the entire Northwest region as a resource for research.

The main objectives of curriculum offered in the Biology Department are

1. To promote introductory and in-depth learning in the field of biology through classroom and laboratory exercises;
2. To provide for the intellectual development of students through the practice of the following skills:
   - The ability to learn from oral presentations and reading,
   - Oral and written communication,
   - The ability to locate and analyze scientific literature,
   - Analytical and problem solving skills,
   - Scientific observation and experimentation in both the field and in the laboratory,
   - Quantitative analysis, graphing of data and the use of statistics in data evaluation;
3. To introduce students to the extensive array of techniques and instrumentation used in biological research;
4. To teach students how to collect, interpret, and present scientific data in written reports;
5. To increase student awareness of the relevance of biology to contemporary issues and problems in society;
6. To build a broad background in biology to provide a basis for sustained professional development.

Requirements for the Bachelor of Science

Completion of a minimum of 16 units of Biology and supporting courses to include:

1) Biology core courses: 111, 112, 211, 212, 311 and one unit from the following: 332 or 334;
2) Biology electives: Three additional units in biology courses numbered at 312 or above. No more than one unit may be from the research or independent study courses: 390, 392, 399, 490, 491, 495, 496.3) Three units in chemistry: 110, 111 or 230, 250;
4) One unit of mathematics: 121 or 122;
5) Three additional units from the following: CHEM 251 or higher; Geology; MATH 122 or higher; CSCI 161 or higher; PHYS 111/112, 121/122.

Requirements for the Minor

Completion of five units of Biology to include BIOL 111 and 112, a minimum of one course from the following group (BIOL 211, 212, 311) and two elective units (BIOL 211 or higher).
Biology

Please Note
1. Degree requirements as specified above must be completed with a grade-point average of 2.0 or better.
2. The following courses do not satisfy major or minor requirements: BIOL 101, 497, 498, or 499.
3. CHEM 460, Biochemistry, may be used as an advanced elective in Biology so long as it is not also used to satisfy a requirement for the Minor in Chemistry.
4. Biology majors are encouraged to participate in the undergraduate research program within the department. Courses in the undergraduate research program include Directed Research (290/390/490), Junior Seminar (392), Biology Colloquium (399), and Senior Thesis (491). Students may begin doing research with faculty members at any time in their career. Students who wish to do a senior thesis project should enroll in Biology Colloquium, Junior Seminar, and either one unit of senior thesis or one unit of Senior Directed Research (490) and one of Senior Thesis (491). Students may count one unit of research (390, 490, or 491) as one of the advanced electives required for the degree. Students doing research must have a major GPA of 3.0 or above, consult with a faculty research adviser, and submit a research proposal to the department for approval.
5. Students interested in graduate or professional school are urged to participate in the research program as well as to complete one year of organic chemistry, one year of calculus, one year of physics, and one year of a foreign language.
6. Biology majors who wish to obtain secondary-level teaching certification may do so by satisfying the MAT requirements of the School of Education. Details and requirements may be obtained from the School of Education.
7. All courses required for the major or minor, with the exception of BIOL 495/496, must be taken on a graded basis. The pass/fail grading option is not recommended for any student planning to enter graduate or professional school.
8. To be eligible to graduate with departmental honors, a student must maintain a GPA in accordance with University regulations for such distinction and must complete an independent research project.
9. Coursework completed more than ten years prior to completion of degree requirements may not be counted towards fulfilling degree requirements for a major or minor in biology.
10. At least four Biology units of the major, including two of the Biology electives, must be completed on the Tacoma campus. Three Biology units of the minor must be completed on the Tacoma campus.

Course Offerings
Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.
101 Introduction to Biology This course introduces the organizing principles of biology through a study of selected cellular, organismal, and ecological systems. Relevant topics will be used to illustrate fundamental concepts. The course may have a thematic approach in which the chosen examples relate to a particular topic, such as human health and disease, applications of biotechnology, or environmental problems; the use of a theme topic highlights the interconnec-
tion of the various fields of biology and illustrates the complexity of relevant problems. Laboratory is required. Satisfies a Natural World core requirement. Credit for BIOL 101 will not be granted to students who have completed BIOL 111.

111 Principles of Biology A contemporary approach to the major themes of modern biology. Sub-cellular, cellular, genetic, and physiological aspects of biological systems will be explored in the context of the scientific process. Laboratory is required. Satisfies a Natural World core requirement. Students who have received credit for BIOL 101 may not receive credit for BIOL 111 without prior departmental approval. Offered each semester.

112 Diversity of Life This is a lecture/laboratory course designed to acquaint the student with the structures of, and the evolutionary relationships among, the various forms of life on earth. Laboratory is required. Satisfies a Natural World core requirement. Prerequisite: BIOL 111. Offered each semester.

121 Introduction to Human Biology An integrated approach to cover basic biological principles as they relate to human existence from the cellular through the system level. The use of contemporary topics, such as genetic, neurological, and substance abuse disorders and pathologies are used to demonstrate the complex and unifying aspects of human life. Laboratory is required. Satisfies a Natural World core requirement. Meets prerequisite requirement for BIOL 221. Does not meet a requirement in the Biology major.

211 General Ecology An introduction to the interactions of individuals in a population, populations in a community, and communities in ecosystems. Laboratories are designed to illustrate ecological principles and give experience in approaches and techniques of ecology. Prerequisites: BIOL 111, 112. Offered each semester.

212 Cell Biology The structure, metabolism, and specialized activities of eukaryotic cells are the topics in lecture. Laboratories emphasize scientific method, microscopy, and biochemical and protein analyses. Prerequisites: BIOL 111; one year of general chemistry (CHEM 110 and 111 or 230); CHEM 250 recommended. Offered each semester.

221/222 Human Anatomy and Physiology 1 unit each An integrated course in which the structure and function of the various systems of the human body are presented in relationship to the development and maintenance of the human body as a complex organism. Prerequisites: BIOL 111 or 121 or equivalent for BIOL 221; BIOL 221 for BIOL 222. BIOL 221 offered in Fall semester; BIOL 222 offered in Spring semester.

272 Biology and Ecology of Indo-Pacific Coral Reef and Tropical Island Ecosystems This course is an introduction to tropical marine and coastal biology. It will examine the biology of a variety of marine lifeforms, both in theory and in the field. The topics to be covered will include animal behavior, symbiotic relationships, taxonomy, as well as conservation and human impact in coral reef and island ecosystems. Taught only as part of the 2002-2003 Pacific Rim/Asia Study-Travel program.

290 Directed Research credit, variable up to 1 unit This course provides a laboratory/field research experience for sophomores under the direction of a faculty mentor. Students may initiate a project or join a research project in the mentor's lab. Student and mentor will fill out a departmental contract. A written research paper must be submitted for a final grade. Students are strongly encouraged to take BIOL 399 before choosing a research project. Prerequisite: permission of instructor. Offered each semester, including summer.
Biology

311 Genetics This course will introduce students to the principles of classical and modern genetics. The laboratory will illustrate major concepts in genetics. In addition to the prerequisites listed below, it is recommended that students also take BIOL 212 and CHEM 250 as preparation for this course. Prerequisites: BIOL 111 and 112, CHEM 110 and 111 or 230. Offered each semester.

332 Plant Physiology A study of growth, nutrition, and metabolism of the higher plants at the organismal, cellular, and molecular levels. Laboratory demonstrates data collection methodology, data analysis, and experimental design in plant physiology. Prerequisites: BIOL 111, 112, 212; CHEM 250. Offered Spring semester only.

334 Comparative Animal Physiology A study of function at the systems and cellular levels in a variety of animal forms with emphasis on physiological adaptation to different habitats. Laboratory will involve application of various experimental techniques. Prerequisites: BIOL 111, 112, 212. Offered Fall semester only.

350 Microbiology The biology of the major groups of prokaryotes and viruses is considered in depth in lectures and readings. The laboratory covers basic microbiological techniques and experimental design. Prerequisites: BIOL. 212; CHEM 250. Offered Fall semester only.

356 Invertebrate Zoology A survey of invertebrate taxa with emphasis on the phylogenetic relationships among the various groups. Special attention is paid to morphological and functional aspects of adaptation to a variety of environments. Prerequisites: BIOL 111, 112. Offered every other year; next offered Fall 2004.

360 Evolution Evolution is fundamental to understanding the big why and how in biology. Beginning with the fundamentals of population genetics, this course explores a diverse array of topics such as speciation, mass extinctions, adaptive radiation, molecular evolution, systematics, disease and conservation biology. Prerequisite: BIOL 211. Offered Spring semester only.

366 Protists, Fungi, Lichens, and Bryophytes Many "plants" reproduce without seeds, using spores instead. These organisms have great economic value in our society as foods and medicines. Several are plant and animal pathogens. Without these organisms, much of our decomposition, nutrient cycling, and basic primary production in ecosystems would not exist. This course introduces students to seaweeds, phytoplankton, fungi, lichens, and mosses, providing information regarding their importance. A field component is included to collect and observe these organisms and their life cycles. Several excursions are included in the laboratory sessions. Prerequisites: BIOL 111, 112. Offered Fall 2002 only.

375 Developmental Biology Contemporary theories on differentiation and descriptive patterns of development with emphasis on animals. The laboratory deals with a variety of invertebrates and vertebrates including some experiments with living materials. Prerequisites: BIOL 111, 112, 212, 311. Offered Spring 2003, Fall 2003.

377 Field Botany This course explores vascular plant evolution and ecology and introduces students to identification of the local flora. Lectures will cover vascular plant morphology, evolutionary history, systematics, life-history trade-offs, and ecological interactions. Labs will focus on family recognition and species identification, both in the lab and in the field. Numerous in-class field trips are required. Prerequisites: BIOL 111, 112, and 211. Offered every other year; offered Spring 2003.
378 Vertebrate Zoology  A survey of the major groups of vertebrates with emphasis on evolution, adaptation, morphology, ecology, and behavior. Vertebrates of the varied habitats of the Pacific Northwest will be studied in lab and field. Prerequisites: BIOL 111, 112 or equivalent. Offered Spring semester only.

390 Directed Research credit, variable from .5 to 1 unit  This course provides a laboratory/field research experience for juniors under the direction of a faculty mentor. Students may initiate a project or join a research project in the mentor's lab. Student and mentor will fill out a departmental contract. A written research paper and an oral or poster presentation must be submitted for a final grade. Students are strongly encouraged to take BIOL 399 before choosing a research project. Prerequisite: permission of instructor. Offered each semester, including summer.

392 Junior Seminar 0.5 unit  Review of the biological literature for the purpose of learning how to select a research topic, write a detailed proposal for that research and communicate that proposal orally to a group of faculty and students. Students are strongly encouraged to take BIOL 399 before choosing a research project. Prerequisites: BIOL 111, 112, 211, 212. Offered Spring semester only.

399 Biology Colloquium  .25 activity credit  This course introduces Biology majors to the professional activities of departmental faculty and staff. It includes a series of presentations by Biology faculty relating their interests in both teaching and research, with a description of current research projects. It also includes orientation to the research support facilities provided by the Biology Department. Prerequisites: BIOL 111, 112. Offered Fall semester only.

404 Molecular Biology  The study of the structure, organization, and regulation of genetic material at the molecular level. The laboratory will cover the techniques used to study single genes. Prerequisites: BIOL 212 and 311. Offered Spring semester only.

411 Advanced Ecology  This course provides an in-depth examination of current ecological theory and recent research focusing on biological interactions at the community level. Emphasis will be placed on experimental design, hypothesis testing, and the logic of scientific inference. Topics will include scientific methodology, controversies in competition theory, plant-animal interactions, and equilibrium vs. non-equilibrium communities. Prerequisites: BIOL 111, 112, 211, and junior standing. Offered every other year; offered Fall 2003.

434 Neurobiology  An examination of the biology of nerve cells and nervous systems through lectures and discussion of recent research. Topics will include cell biology of the neuron, synaptic interactions, and the neural bases of learning and memory, the neural circuitry underlying behavior, and developmental neurobiology. Emphasis will be placed on students' oral and written evaluations of scientific literature. Prerequisites: BIOL 212, junior standing. Offered Spring semester only.

453 Electron Microscopy  Introduction to laboratory techniques and instrumentation used in the examination of biological ultrastructure. Student projects that demonstrate how electron microscopy is used to study biological structure and function will be required. Prerequisites: BIOL 212, junior standing, permission of instructor. Not offered 2002-2003.

472 Animal Behavior  An introduction to the principles of ethology emphasizing the function and evolution of behavior. Laboratory and field projects will illustrate major concepts of behavior and acquaint students with current ethological methods. Prerequisites: BIOL 111, 112, 211 and permission of instructor. Offered Spring semester only.
477 Marine Biology  The marine environment encompasses 99% of the Earth's biosphere and
contains an incredible diversity of microbial, algal, and animal life forms. This course will exam-
ine the biology of these organisms and the abiotic (e.g. salinity, nutrients, water currents and tides)
and biotic factors that influence their distribution and abundance. Specific topics will include
primary and secondary reproduction, intertidal zonation, estuaries, fouling communities, coral
reefs, pelagic and deep sea communities, impacts of humans on the ocean, and conservation. Lect-
ures will include discussions of primary literature and student presentations. Laboratory sessions
will involve field work, laboratory analyses, report writing, and multimedia presentation of project
results. Prerequisites: BIOL 111, 112, and 211. GEOL 105 recommended. Next offered Fall 2003.

490 Directed Research  credit, variable up to 2 units  This course provides a laboratory/field
research experience for seniors under the direction of a faculty mentor. Students may initiate a
project or join a research project in the mentor's lab. Student and mentor will fill out a depart-
mental contract. A written research paper and an oral or poster presentation must be submitted
for a final grade. Students are strongly encouraged to take BIOL 399 before choosing a research
project. May be repeated once for credit. Prerequisite: permission of instructor. Offered each se-
mester, including summer.

491 Senior Thesis  credit, variable up to 1 unit  Students must write a research proposal, carry
out the research, write a thesis, and present a public seminar on their research. The projects are
done under the supervision of a faculty research advisor. Details and application forms can be
obtained from faculty research advisor or department chair. Prerequisites: BIOL 392 and permis-
sion of instructor.

495/496 Independent Study  credit, variable up to 1 unit  Study of a specific topic under the
supervision of a faculty member. The topic must be agreed upon and described in a proposal to
the department. Details and application forms can be obtained from faculty, independent study
advisor, or department chair. The results of all independent studies must be reported in the form
of a written paper. Prerequisite: permission of instructor.

BUSINESS AND PUBLIC ADMINISTRATION

Professor: John Dickson, John Knutsen; Keith Maxwell
George Frederick Jewett Distinguished Professor: Paul Huo, Director
Associate Professor: Alva Butcher
Assistant Professor: Lynda Livingston; Jeffrey Matthews
Visiting Assistant Professor: Theresa Aragon, Neil Delisanti; Leslie Price; Thomas Schillar, Direc-
tor, Business Leadership Program; Paula Wilson
Scholar in Residence: Charles Courtney

About the School

The program of the School of Business and Public Administration incorporates the specialized
knowledge and analytical skills of business with the liberal arts goals of the University. The
courses and pedagogy emphasize a problem-solving approach built around the use of case studies.
Through emphasis on critical thinking and written and oral communication, students are trained
Business and Public Administration

to logically formulate and investigate questions relevant to the marketplace and managed organizations. Electives in the humanities and social sciences allow students to develop an awareness of the relationship of the study of business with the study of other academic disciplines such as political science, economics, history, and literature.

The overall goal is to provide students with a program of studies that will enable them to 1) critically address business issues; 2) learn and apply interpersonal skills in business settings; 3) effectively converse via written and oral communication; and 4) analyze contemporary issues affecting the economy, a particular industry, and individual organizations. This approach to undergraduate business education acknowledges the growing emphasis on breadth and flexibility in global business. Students who plan careers in business and non-profit organizations will be well served by this innovative approach to business education with its focus on critical thinking and communication skills.

The School of Business and Public Administration offers a Bachelor of Arts in Business Administration degree. Within the program, the student may select a variety of courses leading to a General Emphasis or select a more specific track leading to an International Emphasis. Selected students also may meet an emphasis in the Business Leadership Program.

Cross-disciplinary degrees are offered in conjunction with other departments. The Mathematics and Computer Science Department offers a degree in Computer Science/Business and the School of Music offers one in Music/Business. See the sections for these departments for additional information.

The Cooperative Education Program and the Internship Program supplement the curriculum by enabling students to apply concepts and theories to actual working situations. Placements and registration requirements are coordinated through Academic and Career Advising.

Requirements for the major: General Emphasis

Eleven units to include:

1. Preparatory courses (2 units): ECON 170, MATH 271
2. Foundation Courses (4 units): BPA 205, 305, 310, 315 (BPA 290 is recommended as an additional foundation course but not required.)
3. Advanced Electives (4 units):
   Category B (2 units): Students are required to complete two units of coursework outside the School of BPA, from selected courses in the humanities and social sciences. Courses must be pre-approved by the student's BPA academic advisor (or the BPA Director if the student does not have a BPA academic advisor) in consultation with the student regarding educational and career goals. Note: Courses used to satisfy Category A or B requirements may not also be used to satisfy a University core requirement.
4. Senior integrative seminar: (1 unit) BPA 490

See “Notes on the major” below.
Requirements for the major: International Emphasis

1. The eleven units specified for the General Emphasis.
2. Competency in a modern foreign language through the 202 level.
3. Two international BPA courses: BPA 320 and one of the following, BPA 371, 375, 435, 445, 470, or 493 will be selected as the Category A advanced BPA electives.
4. An international experience which may or may not be credit bearing.
5. Students selecting the International Emphasis will take a special section of BPA 490.

Notes on the Major:

1. BPA 205 is a prerequisite for foundation courses: BPA 305, 310, 315.
2. ECON 170 is a prerequisite for BPA 310.
3. ECON 170 and MATH 271 are prerequisites for BPA 315.
4. Prior to enrolling in the Senior Integrative Seminar, the student must have completed the four foundation courses, one advanced BPA elective, and one advanced non-BPA elective.
5. To enroll in a Category B Advanced Elective, a student should have completed (or be concurrently enrolled in) at least two of the BPA foundation courses: BPA 205, 305, 310, 315.
6. To enroll in BPA 320, a student should have completed the International Studies core, preferably BPA 270, or have obtained the permission of the instructor.
7. A cumulative GPA of 2.0 is required for the major. Only courses for which the student has received a C- or better can count for the major.
8. Transfer students choosing to major in the School of BPA should meet with the Director to determine transferability of business courses completed elsewhere.
9. A minimum of five BPA courses towards the major must be completed in residence at Puget Sound, or a waiver approved.
10. Students planning to pursue a graduate degree in business, such as an MBA, are encouraged to take calculus.

Requirements for the Minor

Six units to include

1. Economics. ECON 170. Students should note that this may also be used to satisfy the University Core requirement in Society.
2. Statistics. MATH 271. Students should note that this may also be used to satisfy the University Core requirement in Mathematical Reasoning.
3. BPA 205, 305, 310, 315.

Notes on the Minor

1. A minimum of two BPA courses towards the minor must be completed in residence at Puget Sound, or a waiver approved.
2. A cumulative GPA of 2.0 is required for the minor. Only courses for which the student has received a C- or better can count for the minor.
Bachelor of Arts in Business Administration—Business Leadership Program

The Business Leadership Program is a four-year program for students selected on the basis of intellectual abilities, motivation, and demonstrated potential for leadership in business. Students receive the Bachelor of Arts in Business Administration degree.

Special application to the Program should be made during a student's senior year in high school. Sophomore-level admission to the business Leadership Program is welcomed, but contingent on space availability. Interested freshmen should contact the School of Business and Public Administration during the second semester of their freshman year to obtain application requirements.

Additional information is available from the School of Business and Public Administration. Please write directly or request an application form from the Office of Admission when applying to the University. Continued participation in the Program is subject to academic performance as well as suitable participation in all aspects of the Program.

The academic objectives of the Program are to
a. Develop skills in written and oral communication;
b. Develop the ability to think logically and analytically;
c. Instill the vocabulary of business.

These objectives are fulfilled within a liberal educational environment where, in addition to the business courses, extensive coursework in other areas is required. Additionally, the student will have contact with business executives (including a mentor) and will participate in an internship during the summer prior to his or her senior year.

Requirements:

1. Politics and Government (1 unit): PG 101
2. Quantitative (2 units): MATH 271, and one course selected from MATH 111, 112, or 258. Must be taken prior to or concurrently with BPA 310; must be completed before enrollment in BPA 315.
3. Economics (2 units): ECON 150 (must be taken prior to or concurrently with BPA 310; must be completed before enrollment in BPA 315) and one unit from the following list: ECON 231, 241, 261, 325, 335, 351, 371, 374, 376, 380, 386.
4. A one-unit upper-division course which addresses socio-economic changes in response to external forces, including advances in technology, science, social structures, etc. A representative sampling includes CSOC 316, 352; HIST 346, 357, 385; PG 373. The course must be pre-approved in consultation with the student's academic advisor. A course used to satisfy this requirement may not also be used to satisfy a university core requirement.
5. Business and Public Administration (7 units): BPA 205, 305, 310, 315, 385, 490; one unit from BPA 320, 352, 360, 371, 375, 380, 402, 407, 414, 416, 417, 431, 432, 434, 435, 441, 443, 445, 451, 469, 470, or 493; and satisfactory completion of the leadership seminar to include BPA 101, 201, 301, 401 (no credit). (BPA 290 is recommended as an additional foundation course but not required.)
6. Internship (no credit)
BLP students will enroll in special enriched sections of MATH 271, BPA 205, 305, 310, 315, and 385.

**Special Considerations for Business Leadership Program students**

Once admitted to the Business Leadership Program, students continue as long as they

a. Register and regularly attend BLP seminars (BPA 101, 201, 301, 401), freshman through senior years (Fall and Spring)

b. Regularly meet with their mentor; sophomore through senior years

c. Maintain a minimum cumulative GPA of 3.0 in all University work. In cases where performance falls below this level, students will have a probationary period to bring the cumulative GPA back up to 3.0 or be dismissed from the Program.

BLP students following the International track will have the foreign language competency and international experience requirements.

For University policy regarding Advanced Placement credit, please see the Admission section of this Bulletin.

**Course Offerings**

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

**101 Business Leadership Seminar  no credit** The Business Leadership Seminar meets between 7-10 times a semester and offers the student an opportunity to network with representatives from area businesses to hear how they operate and about their strategies and positioning in the marketplace. Guest speakers in the Business Leadership Seminar also discuss careers in various business fields and functional areas such as accounting, marketing, or human resource management. Speakers present information on current management topics and practices and provide a perspective on the theories and tools studied in classes. Some seminars will be devoted to the particular needs of each BLP class. Some career assessment and leadership activities as well as readings in the literature of business topics and leadership will be required. Pass/fail grading only. Prerequisite: Admission to the Business Leadership Program.

**201 Business Leadership Seminar  no credit** See description for BPA 101.

**205 Principles of Financial and Managerial Accounting** This course introduces students to accounting and the language of business. The students are provided with the basic vocabulary needed for entry into upper-level business courses. Students are introduced to understanding the uses of information by those outside an organization (financial accounting) and by those inside an organization (managerial accounting). Prerequisite: sophomore standing or permission of instructor.

**270 Business in the International Context** The overall purpose of the course is to bring students to an awareness of business firms as principal actors in the contemporary international economic/political/social system. It combines insights from economics, politics and government, law, social psychology, and anthropology, with decision-making and organizational theory within the context of the firm faced with rapidly internationalizing markets for both products and factors of production. A second purpose is to introduce students to different theoretical perspectives of the business function and to apply these so as to provide insight into the realities of contemporary global society. The emphasis throughout is on system analysis up to and including analysis of
Business and Public Administration

international trade, business environment, and ethics. A term project is required, which culminates in both oral and written presentations. Satisfies the International Studies core requirement.

280 Personal Finance This course is a primer in sound personal financial management. Students are introduced to the financial challenges that occur over a lifetime: managing credit, evaluating mortgages and installment loans, identifying and meeting insurance needs, investing in the financial markets, and planning for retirement. Fundamental techniques for handling these challenges, such as discounting and diversification, are developed. Finally, while current products and strategies are discussed and evaluated, the dynamic nature of the financial environment is stressed, and application of the basic techniques to new situations is emphasized. Not offered 2002-2003.

290 Law and Ethics in the Business Environment This course will introduce students to the external constraints that society places on business activity and behavior. The most obvious are those constraints imposed by law in its various forms: case law from courts, statutory law from legislatures, and regulations from government agencies. However, in addition to these formal systems there are the informal, but extremely powerful constraints imposed by generally accepted moral beliefs and norms of ethical behavior. In this course students will explore the relationship between legal and ethical standards to critically analyze and evaluate the behavior of business owners, managers, and employees. Prerequisite: sophomore standing.

301 Business Leadership Seminar no credit See description for BPA 101.

305 Principles of Management A broad introduction to the field of management including such topics as planning, motivation, group dynamics, decision-making, organizing, and group organizational change. The course includes case studies and group assignments and concludes with a two-week module focusing on how management and marketing decisions are integrated. Prerequisite: BPA 205.

310 Principles of Marketing This course is designed to introduce students to marketing concepts that are fundamental to the decision-making processes of marketing management. Students have ample opportunities to apply these concepts to problem situations and projects. In this way, students begin to develop some facility for making decisions that marketers typically face. A two-week module of this course focuses on how marketing and management decisions are integrated. Prerequisites: BPA 205 and ECON 170.

315 Principles of Financial Management This course introduces students to fundamental issues in both corporate financial management and investment management. Students learn to evaluate financial assets such as stocks and bonds and to characterize the markets in which these assets trade. They then learn how a corporate financial manager can employ these assets to fund profitable investment opportunities. Review and reinforcement of quantitative techniques is an important focus of the course, and students should leave with the mathematical proficiency necessary to succeed in their senior-level integrative seminar. Prerequisites: BPA 205, MATH 271, ECON 170.

320 International Management This course focuses on the strategies of firms engaged in international product or service offerings. Students improve their perspectives of global markets and these analytic skills through case analyses. Prerequisites: Completion of International Studies core, preferably BPA 270, or permission of instructor.

352 Human Resource Management The theory and practice of personnel administration and human resource management, including recruiting, selection, compensation, performance appraisal, training, and labor-relations. Prerequisite: BPA 305.
360 Issues in the Legal Environment of Business  This course provides an in-depth examination of the most common and important legal issues arising from the creation, ownership, and management of modern economic enterprises. Issues included are environmental protection, consumer protection, mergers, white-collar crime, fair competition, insider trading, fiduciary duties of managers and employees, employee privacy, discrimination, and sexual harassment. The underlying moral and social policies reflected in the applicable law will be examined.

371 International Business: Japan and the Developed Countries of Asia  A study of the international business environment addressing the cultural, economic, historical, and political impacts of business in the developed nations of the Pacific Basin (Japan, Singapore, South Korea, Hong Kong, Australia). Prerequisite: junior or senior standing.

375 Issues in International Business  This seminar touches upon the following subject areas: modern European political-economic historical development that led to the organization of the European Union; examination of the major institutions of the Community; an analysis of ongoing issues (such as the evolution of the euro as a common EU currency; a common agricultural policy; a common foreign policy; the harmonization of national laws; establishment of common standards; freedom of movement, residence, and employment). Sessions are also devoted to an examination of the EU's external relations (political, trade, military) and to European organizational and managerial styles.

380 Management in the Public Sector  Basic concepts of management and decision-making in a political environment; how these concepts relate to practical problems faced by public administrators. Case situations, discussions. Prerequisite: BPA 305, or permission of instructor.

385 Paradigms of Leadership  This course examines historical examples of leadership in Classical Greece, medieval Europe, Renaissance Italy, nineteenth-century America, revolutionary Russia, post-World War II Japan, and modern America.

401 Business Leadership Seminar  no credit  See description for BPA 101.

402 Business Research  A study of the techniques and tools used in business research and their applications. The course covers the study of, need for, and use of these research methods: the techniques of research, the generation and use of primary data, the location and use of secondary data: the analysis of the data; and the interpretation and presentation of the results. Prerequisites: BPA 305 or 310 or 315 or permission of instructor. MATH 271.

407 Professional and Personal Ethics  Develops skills for moral decision-making in students' professional and personal lives. Students explore and compare styles of moral reasoning based on the differing premises of duty, consequentialism, and virtue ethics. Students participate in rigorous examination of their own beliefs, values, and personal epistemology so they can assess their moral reasoning and compare it to that of others. Satisfies the Comparative Values core requirement. Prerequisite: Senior standing.

414 Managerial Accounting and Decision Making  A study of the concepts, analyses and procedures performed by business managers (utilizing accounting information) to plan, direct, motivate, evaluate, and control. Prerequisite: BPA 205.

416 Financial Statement Analysis  A study of the tools used by investors, creditors, and others, to analyze corporations. This study includes examination of corporate annual reports, industry data, ratio analysis, and the use of non-quantitative information. Prerequisite: BPA 205.
417 Financial Reporting and Management Control for Government and Nonprofit Organizations An in-depth study of the principles of financial reporting and concepts of fiscal management in governmental and non-profit organizations. Emphasis is on financial reporting and the use of financial data in planning, control, and decision-making. Cases cover a broad range of nonprofit organizations such as cultural and performing arts organizations, health care providers, governmental entities, voluntary health and welfare organizations. Prerequisite: BPA 205 or permission of instructor. Not offered 2002-2003.

431 Financial Markets This course covers the operation and structure of financial markets, financial instruments, and the major financial and nonfinancial participants in the financial markets. Topics include market efficiency, the role of the Federal Reserve System, the determination and significance of interest rates, and the financial futures markets. Prerequisite: BPA 315, or permission of instructor.

432 Investments Marketable financial papers such as common stock, bonds, preferred stock, options, commodity contracts. These assets, the markets in which they are traded, valuation of the asset, construction of a portfolio of different investments, and the economic factors affecting investment management are analyzed in the course. Prerequisites: BPA 315, or permission of instructor.

434 Advanced Topics in Corporate Finance Corporate finance is concerned with a corporation’s acquisition and allocation of capital. In this course, we build on the foundation laid in BPA315, learning how to identify projects that increase shareholder’s wealth, how to determine the mix of debt and equity that should comprise a firm’s capital structure, how to estimate the cost of a firm’s capital, and how to divide corporate profits between retained earnings and dividends. We also consider agency theory, the market for corporate control, leasing analysis, mergers and acquisitions, valuation, and derivatives. Our study will include extensive use of cases and readings from professional journals. Prerequisite. BPA 315. Offered Spring 2003.

435 International Finance Study of financial management problems that are unique to the multinational firm. Attention is focused on the risks of engaging in multinational business, differences in tax laws, special capital budgeting, and foreign exchange exposure. Prerequisite: BPA 315 or permission of instructor.

441 Promotional Strategy Treats advertising and personal selling as part of an overall promotional process. The course will emphasize managerial issues and problems of promotional strategy. Prerequisite. BPA 310.

443 Consumer Behavior Buyer behavior is concerned with the study of those activities that are related to the pre-purchase, purchase, and post-purchase processes. An in-depth analysis of the components of a specific model of buyer behavior is made in order to illustrate and integrate theoretical and empirical knowledge in this field. Emphasis is placed upon the evaluation of the relevance of such data and the application of what is learned in the classroom to the solution of real world marketing problems. Prerequisites: BPA 310 and MATH 271.

445 International Marketing A major comparative analysis of the processes of marketing and the similarities and differences between domestic and international marketing. Prerequisites: BPA 310, or permission of instructor.

451 Organizational Behavior Study of social and psychological factors and processes affecting human work behavior and performance. Topics covered include roles, communication, motiva-
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tion, leadership, social influence, and group dynamics. Prerequisite: BPA 305 or permission of instructor; or Psychology major or Communication major.

469 Operations Management An introduction to the techniques of planning, analyzing, and controlling an operation. Attention is given to modern trends in manufacturing operations. Qualitative and quantitative methods are discussed. Prerequisites: ECON 170 and MATH 271.

470 International Business Environments The purpose of the course is to develop student skills in perceiving the underlying dynamics of social change and, hence, be in a better position to understand how the firm might best interact with its environment. This course does not focus on the firm, except incidentally, but rather on the dynamics of the environments which surround it in international markets. Prerequisites: BPA 320, or IPE major, or FLIA major, or permission of the instructor, and junior or senior standing. Not offered 2002-2003.

490 Senior Integrative Seminar: Case Analysis and Research This capstone course provides an understanding of strategic policy issues. The course provides the student with an opportunity to integrate all of the skills acquired in the prior coursework in a macro decision-making experience. It has as its primary objective the development of skills in business policy analysis and business strategy formulation using such techniques as writing analyses of cases, preparing formal recommendations to case problems, and writing a formal case study on one organization. Students work independently and in teams to make reasoned judgments and defend those judgments in discussion and case analysis. Special sections of the seminar are offered for students completing an international emphasis and for students interested in the strategic issues facing small business entrepreneurs. Prerequisites: BPA 205, 305, 310, 315; one Category A (BPA) Elective; one Category B (humanities or social science) Elective; and senior standing.

493 Special Topics This seminar is organized around topics that reflect the particular field of research or expertise of the instructor. Each offering is on a unique topic. Offered as needed. May be repeated.

495 Independent Study An independent study allows a student to pursue a specific topic not covered in existing courses under the supervision of a faculty member. A written proposal must be submitted and agreed upon by the faculty independent study advisor. No more than one independent study may be applied toward a specific major or minor in business.

497/498 Internship Application of organizational, analytical, and communication skills in understanding problems in the public or private sector through on-the-job work experience. Supplemented with scheduled seminar discussions. Actual placements are determined in consultation with the department faculty. Prerequisite: approval of the Internship Coordinator (see description on page 216 of this Bulletin).

CAREER DEVELOPMENT

203 Career Awareness .5 activity unit Exploration of personal values, skills, and interests, and their relationship to career choices. Survey of major fields of academic study that develop skills and abilities for career options. Emphasis is on the development of a career decision-making process that can be used throughout the student's lifetime. Topics include self-assessment, career exploration, and job search strategies including resume writing and interviewing techniques. Course available through the Office of Academic and Career Advising. Pass/fail only.
CHEMISTRY

Professor: William Dasher; John Hanson; L. Curtis Mehlhaff (Fall 2002 only); Kenneth Rousslang; Thomas Rowland; Anne Wood

Associate Professor: Johanna Crane; Steven Neshyba; Chair: Eric Scharrer

Visiting Assistant Professor: Susan Critchlow

Instructor: Timothy F. Hoyt

About the Department

The Chemistry Department offers a broad-based curriculum designed to meet the needs of a variety of students, from those taking only one or two chemistry courses in order to broaden their liberal arts background to those majoring in chemistry in preparation for a career in the chemical sciences. The department is approved by the American Chemical Society and offers degrees that are appropriate for students interested in careers in chemistry, medicine, dentistry, engineering, science teaching, or any other area where a scientific background would be valuable. Students are encouraged to consult with members of the department as they plan their undergraduate programs and to discuss career options in the sciences.

The expertise of the chemistry faculty covers all five major chemical sub-disciplines: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. In addition to core courses in these major areas, faculty members teach upper-level courses on a variety of special topics including atmospheric chemistry, computational chemistry, group theory, natural products chemistry, polymer chemistry, and various forms of spectroscopy. Faculty members are also engaged in a wide range of research projects and all students seeking the BS degree participate in this research and produce a thesis based on their work.

In addition to being introduced to modern chemical knowledge and the role of chemistry in society, students in chemistry courses learn to think analytically and logically. As students move through upper-level courses the department strives to develop in them the ability to critically assess work in the field and the attitude necessary to cope with the demands of independent inquiry. Students enrolled in chemistry courses also learn how to

1) rationalize and predict chemical behavior based on chemical principles;
2) apply laboratory methods to investigate chemical phenomena and synthesize compounds in a safe and environmentally responsible manner;
3) operate modern analytical instruments and to interpret the data obtained from these instruments;
4) use computers for collection and analysis of chemical data and the modeling and visualization of chemical structures and properties;
5) communicate effectively in both written and oral forms typical of the chemical literature and professional conferences;
6) search and use the chemical literature.
Chemistry

Requirements for the Major
Bachelor of Arts Degree
1) PHYS 121, 122;
2) MATH 121, 122, 221;
3) CHEM 110, 230, 250, 251, 340, 341, 342, 420;
4) One-half unit Chemistry elective at the 300 or 400 level;
5) Participation in CHEM 493, Seminar.

Bachelor of Science Degree
1) PHYS 121, 122;
2) MATH 121, 122, 221;
3) CHEM 110, 230, 250, 251, 330, 340, 341, 342, 420 490 (1 unit);
4) One-half unit Chemistry elective at the 300 or 400 level;
5) Participation in CHEM 493, Seminar.

Requirements for the Minor
1) CHEM 110, 230, and 250;
2) Two units of Chemistry electives numbered 251 or above.

Notes:
1. The student must have a grade of C or higher in all courses for the major or minor. At least four Chemistry units of the major or three Chemistry units of the minor must be completed at Puget Sound.
2. Students wishing to obtain an American Chemical Society certified degree should complete the BS requirements and include CHEM 460 as an elective.
3. The Chemistry Department reserves the right to determine a time limit on an individual basis, for the acceptability of courses into a major or minor program.

Course Offerings
Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

110/111 Fundamental Chemistry I, II 1 unit each A two-semester, introductory course designed to give a solid introduction to chemical principles while demonstrating the many roles chemistry plays in modern society. The laboratories emphasize reasoning and the methods of science. The first semester emphasizes matter and energy and covers the topics of subatomic structure, atomic structure, molecular structures, and states of matter. Second semester emphasizes molecular dynamics and covers reaction rates, equilibria, stoichiometry, acids-bases, oxidation-reduction, and electrochemistry. Each satisfies a Natural World Core requirement.

230 Chemical Analysis and Equilibrium This course is the second semester introductory course for those students planning a science major. Concepts include the following: equilibria in aqueous solutions, stoichiometry of analytical reactions, criteria for choosing appropriate methods, electrochemistry, kinetic methods, and spectrophotometry. Laboratory experiments are designed to dem-
onstrate the previous concepts and to make students proficient in the elementary techniques of analytical chemistry. **Prerequisite:** CHEM 110.

**250/251 Organic Chemistry I, II** 1 unit each These courses cover the basic chemistry of carbon-containing molecules. Modern principles of chemical bonding are used to develop an understanding of the structure of organic molecules and the reactivity of organic compounds. Thus, the course is organized along the lines of reaction mechanisms rather than by functional groups. The laboratory portion of the course introduces the student to the various techniques involved in the isolation, identification, and synthesis of organic compounds. The laboratory parallels the course lectures so that there is a practical application of theoretical principles. Extensive use is made of chromatographic and spectroscopic techniques. **Prerequisite:** CHEM 111, 230 or equivalent.

**320 Chemistry of the Elements** Periodic and family relationships are linked by structure, bonding, and reactivity in order to provide an overall survey of the chemistry of the elements. Details such as properties and applications of selected elements are examined using the current scientific literature. **Prerequisite:** CHEM 251. Offered Fall 2002 only.

**330 Instrumental Analysis** Introduction to basic theory and applications of modern instrumental methods of analysis. Includes an introduction to electronics, ultraviolet, visible, infrared, mass, nuclear magnetic resonance spectrometry; atomic absorption and flame emission; chromatography, electrochemical, and radio-chemical methods. **Prerequisites:** PHYS 122, CHEM 340 (or concurrent registration) or permission of the instructor. Students who have received credit for CHEM 430 may not receive credit for CHEM 330.

**340 Physical Chemistry I** Chemical thermodynamics and its applications to macroscopic systems. Analysis of microscopic properties of atoms and molecules using kinetic molecular theory with emphasis on Maxwell-Boltzmann distribution functions. **Prerequisites:** MATH 122, PHYS 121. MATH 221 is strongly recommended.

**341 Physical Chemistry II** Introduction to quantum mechanics with applications to molecular spectroscopy. Statistical thermodynamics linking microscopic and macroscopic chemical behavior. Introduction to group theory. Should be taken concurrently with CHEM 342. **Prerequisites:** CHEM 340, MATH 221. MATH 232 is strongly recommended.

**342 Physical Chemistry Lab** .5 unit Laboratory experiments emphasizing fundamental instrumentation and theory associated with physical chemistry. Should be taken concurrently with CHEM 341.

**345 Chemistry and Physics of Atmospheres** The focus of the course is the reactivity and radiative properties of atmospheric trace gases. These are examined in terms of their effect on the lifetime and fate of airborne pollutants, the global energy budget, and the temperature of the atmosphere. Such considerations inform an in-depth discussion of human influence on weather and climate. The course concludes with a brief survey of other planetary atmospheres and atmospheric evolution. **Prerequisites:** MATH 221, CHEM 230, PHYS 122. Offered occasionally; not offered 2002-2003.

**355 Spectroscopic Determination of Structure** A laboratory-oriented course providing an in-depth background in the principles and instrumental operating procedures required to identify organic compounds utilizing UV, VIS, IR, NMR, and mass spectrometry. **Prerequisite:** CHEM 251. Offered occasionally; not offered 2002-2003.
420 Inorganic Chemistry  This course presents both theoretical and descriptive material on inorganic chemical compounds, synthetic and reaction strategies for important transformations. Typical topics covered are structure and bonding, inorganic reaction mechanisms, transition metal chemistry, electron deficient compounds, organometallic compounds, and the main group elements. Laboratory experiments illustrate common synthetic and characterization processes for inorganic compounds. Prerequisites: MATH 122, CHEM 340, PHYS 122.

455 Computational Organic Chemistry  This course uses computer-based molecular modeling as a tool for understanding and predicting the structure, stability, and reactivity of organic compounds. Practical topics, such as selecting appropriate calculational methods, visualizing and analyzing results of calculations, and interpreting results in terms of the chemical behavior of the system under study are emphasized. The theoretical principles underlying various computational methods are discussed. Prerequisite: CHEM 251. Offered occasionally; offered Spring 2003.

460 Biochemistry  This course deals with protein structure and function at the cellular and molecular level, with the interrelationships among major metabolic pathways, and with how modern techniques are applied to the study of biomolecular structure and function. The laboratory is designed to introduce several major instrumental techniques common to biochemical investigation. Prerequisite: CHEM 251 and permission of instructor.

461 Natural Products .5 unit  Natural products are biologically-derived compounds, often called secondary metabolites. Major subclasses of natural products are the alkaloids, terpenoids, polyketides, and phenylpropanoids. This course deals with the history and chemistry of secondary metabolites, including biosynthetic pathways, modern medicinal usages, and synthetic analogues. Class interest dictates, in part, the examples chosen. Prerequisite: CHEM 251. Offered occasionally; not offered 2002-2003.

470 Group Theory and Molecular Spectroscopy .5 unit  An upper division, post-physical chemistry course designed to give the student a thorough theoretical background in group theory, molecular spectroscopy, and related subjects. Prerequisites: CHEM 341, MATH 232, PHYS 122. Offered occasionally; not offered 2002-2003.

472 Topics in Magnetic Resonance  This is an upper division course designed to provide an introduction to the quantum mechanical theory of magnetic resonance spectroscopy as well as an in-depth discussion of current techniques and their applications to organic, inorganic, and biochemical problems. The course includes experimental presentations by students utilizing the departmental Gemini 300 spectrometer. Prerequisite: CHEM 341. Offered occasionally; not offered 2002-2003.

480 Polymer Chemistry .5 unit  The goal of this course is to fuse the principles of organic and physical chemistry through the study of macromolecular science. Prerequisites: CHEM 251, 340. Offered occasionally; not offered 2002-2003.

490 Senior Research Thesis .5 or 1 unit  Theoretical and/or experimental research done in an area of chemistry. The topic depends upon the student’s interest; however, it should be compatible with a faculty member’s area of expertise. Students must write and defend a thesis. Prerequisites: Senior standing, although students at all levels are considered individually.

493 Seminar  no credit  This course offers the student the opportunity to hear guest speakers discuss a variety of subjects within the general discipline of chemistry. In addition, students also present reports on their undergraduate research efforts.
CLASSICS

Professor: William D. Barry; David A. Lupher
Assistant Professor: Eric Orlin, Chair
Visiting Assistant Professor: Andrew Recce

About the Department

The pioneer of the interdisciplinary approach, the field of Classics encompasses the languages, literature, philosophy, and history of the Mediterranean from the second millennium BC to the fifth century AD. The Classics Department presents a wide range of courses as possible in this diverse but fundamentally unified field.

In each of the course offerings in the Classics Department, students explore cultural phenomena which lie at the root of our own experience. Modern Western languages, literature, philosophy, and history have carried within them the deep grain of a classical past, which is at once surprisingly familiar and intriguingly alien. In courses in ancient history, culture, and literature based on texts in translation, students use a wide range of sources and methods to work towards an understanding of the ancient Mediterranean both on its own terms and in its relation to later cultures.

The Classics Department also offers courses in Latin and ancient Greek each year. Students learn the sounds and structures of the language and a basic reading vocabulary in introductory courses; in intermediate and advanced courses they work towards fluency and accuracy in reading and an appreciation of style, rhetoric, and nuance. In all Latin and Greek courses, students will also use the languages as a way of entering the heart of the vibrant world of classical antiquity. As an added bonus, students should gain from their study of either language valuable insights into the substance and structure of English and the modern European languages.

Students who complete a major or minor in Classics will progressively build a more complex and comprehensive understanding of the cultures of ancient Greece and Rome by studying them from a variety of angles, and by bringing a growing body of knowledge to bear on their studies.

Requirements for the Major

I. Greek or Latin Language Track (10 units)

- GRK or LAT 101, 102, and 201 or equivalent
- Three units of GRK or LAT 301 (in same language as above)
- CLSC 210, 222, or 231
- CLSC 211 or 212
- A 300-level classical civilization course (see list below), to be taken after at least one 200-level Classics course has been completed.
- CLSC 400: Senior Thesis
- At least five major units must be completed at Puget Sound.

Since the Greek or Latin Language track requires six terms of Greek or Latin, students who begin the study of classical languages at Puget Sound must normally begin by the first semester of
the sophomore year in order to complete the major by the end of their fourth year. Students who enter Puget Sound with some Latin or Greek should consult with the Classics Department about placement and adjustments to the major requirements.

II. Classical Studies Track: (11 units)

- CLSC 210, 222, or 231
- CLSC 211 or 212
- ART 360 or 361
- Three courses in Greek or three courses in Latin
- Four additional courses in classical civilization (see list below) or classical language, at least three of which must be at the 300 level.
- CLSC 400, Senior Thesis
- At least five major units must be completed at Puget Sound.

Note: Majors may meet no more than one unit of their Classical Studies requirements with coursework from a minor or second major. Majors may satisfy no more than two units of University core requirements from Classical Studies requirements.

Requirements for the Minor

Track I (Language emphasis): Four courses in either Latin or Greek, two in classical civilization; or four courses in Latin and Greek, including the fourth semester of Latin or Greek, two courses in classical civilization. At least three of these courses must be completed at Puget Sound.

Track II (Classical studies emphasis): Six courses in classical civilization or language, two of which must be numbered 299 or above. At least three of these courses must be completed at Puget Sound.

Note: A student may use no more than one unit from his/her major field or another minor field to fulfill the requirements of the Classics minor. Minors may satisfy no more than two units of University core requirements from Classical Studies requirements.

Courses in Classical Civilization

- ART 360, Art and Architecture of Ancient Greece
- ART 361, Art and Architecture of Ancient Rome
- CLSC 103, Roman Decadence, A Freshman Writing Seminar
- CLSC 210, Greek Mythology
- CLSC 211, History of Ancient Greece
- CLSC 212, Roman History
- CLSC 222, Greco-Roman World
- CLSC 230, The Classical Tradition
- CLSC 231, Greek and Roman Epic: Genre and Meaning
- CLSC 301, Greek Tragedy
- CLSC 302, Pagans and Christians
- CLSC 303, Women and Gender in Greece and Rome
- CLSC 304, The Ancient Novel
- CLSC 305, Inventing the Barbarian
- CLSC 306, Alexander the Great and the Hellenistic World
- CLSC 308, The City in Antiquity
CLSC 390, Late Antiquity and the "Fall" of the Roman Empire
PHIL 215, Ancient Philosophy
PHYS 299, The History and Practice of Ancient Astronomy
PG 340, Classical Political Theory
REL 253, Religion and Society in the Ancient Near East
REL 352, Archaeology Abroad: Field Methods and Approaches

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 10.

103 Roman Decadence: A Freshman Writing Seminar The Roman Empire has been associated with decadence from the emergence to prominence of the term in fin-de-siècle France. Though the Romans themselves did not use the term "decadence", the idea was far from foreign to them. This course draws on historical, literary, artistic, and academic sources to explore the idea of decadence as shaped by the Romans, as a term with an origin in nineteenth-century Europe, and as a modern cultural concept. Does "decadence" objectively exist? If so, what does it look like? What are its symptoms? If not, why does it emerge as so powerful a way of thinking about a culture? And why is Rome so central to our conception of decadence? The course examines this topic through reading, discussion (both in class and online), and above all, through writing. Satisfies the Communication I core requirement. Offered every three years; not offered 2002-2003.

210 Greek Mythology This course explores the myths and legends of ancient Greece and the light they cast on Greek conceptions of men and women, civilization, nature, and the divine. The embodiment of myths in Greek literature and art is a central focus of the course, as is the role of myth in Greek religious ritual and belief. The course also takes note of the subsequent life of Greek myths in Roman, medieval, Renaissance and modern literature, art, and society and examines some of the principal modern theoretical perspectives on myth in general and Greek myth in particular. Satisfies the Humanistic Perspective core requirement. Offered every other year; offered Spring 2003.

211 History of Ancient Greece This course provides a survey of Greek history from the Minoan and Mycenaean era (2nd Millennium BC) to the death of Alexander the Great (323 BC). This is less a chronicle of events than an analysis of the changing nature of Greek society. In addition to the modern text, Greek historians are read. Satisfies the Historical Perspective core requirement.

212 Roman History How did a tiny farming village on the Tiber become mistress of an empire stretching from Britain to Arabia? This course explores the political institutions, social structures, and cultural habits and attitudes that enabled Rome "to make what was once a city into a world." Special units are devoted to Roman constitutional developments and their survival in the modern world; Roman law and the administrations of a world empire; Roman social relations and daily life; the religions of the Roman world (including Christianity); and Roman culture (art, architecture, literature, education). Considerable attention is also devoted to the nature and causes of the so-called "decline and fall" of the Roman Empire. Satisfies the Historical Perspective core requirement.

222 Greco-Roman World A survey, through some of the most important Greco-Roman writings, of the intellectual history of the ancient world. Texts from the time of Homer to St. Augustine studied as reflections of their historical setting and as influences upon the intellectual character
of our own time. Satisfies the Humanistic Perspective core requirement. Offered every other year; offered Spring 2003.

230 The Classical Tradition  This course studies the enduring impact of what Edgar Allan Poe called “the glory that was Greece and the grandeur that was Rome.” Why have European and American writers, artists, composers and thinkers so often sought inspiration from classical antiquity in their search for models, subject matter, ideas, and standards of beauty and excellence? The emphasis in this course is on literary genres (such as epic, tragedy, lyric, pastoral) and on themes of perennial human significance (such as underworld journeys, metamorphosis, and the mythical figures Odysseus/Ulysses, Cassandra, and Orpheus). The course also examines the impact of the classical world upon the other arts, as well as upon European and American intellectual life in general. Satisfies the Humanistic Perspective core requirement. Offered every other year; offered Fall 2002.

231 Greek and Roman Epic: Genre and Meaning  This course introduces students to the epic genre in Greece and Rome and to traditions of interpretation of epic. The course concentrates on a selection of ancient epics belonging both to the well-known heroic strain of epic, for which Homer provides the paradigm, and to the cosmological or “catalog” strain, exemplified by Hesiod. The course considers how Homer and Hesiod were traditionally read together, and how later epics draw upon both. This complication of the popular idea of epic allows the class to investigate how epics combine cosmology and human narratives in order to explore the place of human beings in the universe; the relationship between gods and mortals; and the connection between moral, social, or historical order and cosmological order. The course finishes with a brief look at Milton’s use of the ancient epic tradition, focusing on his use of both strains of ancient epic. Satisfies the Humanistic Perspective core requirement. Offered every other year; next offered 2003-2004.

301 Greek Tragedy  This course offers an extensive and intensive look at the most impressive and influential surviving Greek tragedies. These plays are studied both as products of fifth century BC Athens and as works of timeless power. Special attention is placed on the history of interpretation of Greek tragedy, from Aristotle’s Poetics through Nietzsche’s Birth of Tragedy to modern structuralism and beyond. Offered every other year; next offered 2003-2004.

302 Pagans and Christians  This course explores the history and the contemporary vitality of one of the Western world’s most dramatic confrontations of major value systems: the struggle between Greco-Roman paganism and Christianity. In addition to studying its origins and early phases, the course explores two ways in which this conflict is still very much with us: first, as a major factor determining the shape which Christian values have taken in the post-classical world; secondly, as a regularly revived spiritual choice. The conflict between pagan and Christian values has consistently made and will continue to make a profound contribution to the ways we view such fundamental relationships as those between men and women, human beings and the natural world, and life and death. Satisfies the Comparative Values core requirement. Offered every other year; offered Fall 2002.

303 Women and Gender in Greece and Rome  Both the nature of the cultural products which survive from Greece and Rome and the history of the field of Classics have long made our vision of the classical world oddly bereft of women. This situation is not entirely correctable: modern scholars cannot “rescue” ancient women from the mists of antiquity. We can, however, work to clarify the ideologies of gender reflected in our male-centered texts, in order to both understand the historically constructed nature of such ideologies and to understand their relationship to
present Western constructions of gender. This course aims to introduce students to the variety of social structures and patterns of thought which the Greeks and Romans used to construct the idea of “woman.” These structures include literature, religion, law, domesticity, medicine, sexuality, as well as basic dichotomies between nature and culture, private and public. Where evidence permits, the course also addresses the tensions between these ideologies of gender and the lived lives of Greek and Roman women. Offered every other year; not offered 2002-2003.

304 The Ancient Novel This course explores the Greek and Roman ancestors of the modern novel. Ancient prose fiction is steadily attracting more and more attention, for it opens many windows onto ancient attitudes towards gender, love and sexuality, religious belief and practice, and social relations. The ancient novels also happen to be fun to read, full of hairbreadth escapes, wide-ranging travel, intense and often conflicting emotions, complex and surprising events, and humor, sometimes delicate, sometimes shocking. Offered every other year; offered Spring 2003.

305 Inventing the Barbarian What did it mean to be a “Greek?” a “Roman?” a “barbarian?” This course examines the ways in which the Greeks and Romans understood themselves and the peoples they encountered. The course begins by exploring ancient and modern theoretical discussion of race and ethnicity, and then proceeds through a number of case studies to see how the experiences of the Greeks and Romans contribute to this discussion. Questions to be considered include how far religion or language, culture or blood- ties, can define a community, whether the ancients engaged in racial or ethnic stereotyping, and if so towards what end. An examination of how the concepts of race and ethnicity helped the Greeks and Romans to articulate their identities help us to see how those concepts have shaped our own society as well. Satisfies the Comparative Values core requirement. Offered every other year; next offered 2003-2004.

306 Alexander the Great and the Hellenistic World In 334 BC, at the age of twenty-two, the king of Macedonia crossed over into Asia Minor and began his conquest of the Persian Empire. In the next eleven years, Alexander and his army marched over an area that extended from the Nile River in Egypt to the Indus Valley in modern-day India. This course studies this man and his legacy, an era known as the Hellenistic world (321-31 BC). The course focuses attention on Alexander’s motivations and on the political, artistic, and cultural impact of his career on the ancient world, including especially the interaction between the Greeks and native peoples of the ancient Near East. Offered every three years; not offered 2002-2003.

308 Ancient Cities This course examines the history and architecture of the central institution of the Greco-Roman world, the city. The course focuses on the archaeological remains of cities throughout the ancient Mediterranean and addresses issues of the use of space in ancient town-planning and the political and ideological statements made by urban art and architecture. In addition to tracing historical changes in urban development, major topics of study include the city as an institution, the effect of urbanization on the lives of the inhabitants, and the interpretation of material remains. Offered every three years: offered Fall 2002.

390 Late Antiquity and the “Fall” of the Roman Empire This course explores the world of Late Antiquity and the problem of the “fall” of the Roman Empire. Students encounter a variety of perspectives on this period, but examine in some detail the impact of Christianity on the Empire, the Germanic invasions into the Western Empire in the fourth and fifth centuries, and the place of “moral decadence” in theories about the fall of the Empire. Offered every three years; next offered 2003-2004.
Classics

400 Senior Thesis This course provides the senior Classics major an opportunity to do independent research and to write a thesis on a topic in the ancient Mediterranean world. The student chooses the topic in consultation with a supervising instructor. Although the thesis is anchored in one discipline (e.g., history, art history, literature), the student is encouraged to take advantage of the multidisciplinary nature of the field.

495/496 Independent Study

Greek

101 Introduction to Ancient Greek I This course is an introduction to classical Greek; the Greek of Athens in the fifth and fourth centuries BC. Though primarily designed to provide an introduction to the language of Greek tragedy and philosophy, the course also serves as a foundation for reading Greek of the New Testament. Special emphasis is placed on the sound of Greek. Offered Fall term only.

102 Introduction to Ancient Greek II This course is a continuation of 101. The first third of the course is taken up with consolidation and completion of the introduction to basic grammar and syntax initiated in Greek 101. The rest of the class is devoted to a reading of Plato's Apology and a reading of selections from Euripides' Alcestis. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. Offered Spring term only.

201 Intermediate Greek Review of grammar, readings of ancient authors. Does not count toward fulfillment of Communication II, Option B core requirement. Prerequisites: GRK 102 or permission of instructor. Offered Fall term only

301 Advanced Greek Reading Students read substantial selections from ancient authors. The majority of class time is spent on the study of the syntax, semantics, and stylistics of those readings in order to build students' speed and accuracy in reading Greek, and to facilitate appreciation of the texts. In addition, students become familiar with the cultural contexts of their readings through discussion, brief lectures, secondary readings, and student reports and papers. Reading selections vary: they may be centered on the production of a single author, or organized around a cultural theme, literary genre, or historical event. Does not count toward fulfillment of Communication II, Option B core requirement. Prerequisites: GRK 101, 102, and 201, or equivalent. May be repeated for credit.

Latin

101 Elementary Latin I Development of basic reading and writing skills. Offered Fall term only.

102 Elementary Latin II This course is a continuation of 101. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. LAT 102 offered Spring term only.

201 Intermediate Latin This course is a continuation of first-year Latin. After a brief grammatical review, students read selections from ancient authors. Does not count toward fulfillment of Communication II, Option B core requirement. Prerequisites: LAT 102 or permission of instructor. Offered Fall term only

301 Advanced Latin Reading Students read substantial selections from ancient authors. The majority of class time is spent on the study of the syntax, semantics, and stylistics of those readings in order to build students' speed and accuracy in reading Latin, and to facilitate appreciation of
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the texts. In addition, students become familiar with the cultural contexts of their readings through discussion, brief lectures, secondary readings, and student reports and papers. Reading selections vary: they may be centered on the production of a single author, or organized around a cultural theme, literary genre, or historical event. Does not count toward fulfillment of Communication II, Option B core requirement. Prerequisites: LAT 101, 102, and 201, or equivalent. May be repeated for credit.

COMMUNICATION AND THEATRE ARTS

Professor: Kristine M. Bartanen; A. Susan Owen; Raymond Preiss, Chair
Associate Professor: David A. Droge (on leave Spring 2003); James Jasinski, Geoffrey Proehl; John Rindo
Assistant Professor: Derek Buescher; Renee Houston; Jacalyn Royce; Kurt Walls
Visiting Assistant Professor: David Deifell; Kevin Sager

About the Department

The Department of Communication and Theatre Arts offers study in two programs leading to a Bachelor of Arts degree in Communication or a Bachelor of Arts degree in Theatre Arts

Communication Students majoring in the Communication program within the department of Communication and Theatre Arts study the human, social, political, institutional, and mediated dimensions of human communication practices and processes. In every course in the program, students learn how these communication practices and processes construct and reconstruct meanings, enable and constrain social interaction, and interact with institutional structures and cultural, historical, and political forces. Students choosing a major in communication develop analytic and cognitive skills, intellectual curiosity about human communication, and proficiency in basic interpretive and social science methods of communication research. Students demonstrate their command of this material by the capacity to (1) conduct independent interpretive and social scientific research, (2) locate and interpret primary materials when formulating original conclusions, and (3) communicate the results of their research to diverse audiences, both orally and in writing. The competencies emphasized within the Communication program are integral to postgraduate study, a wide range of occupations, and the full and open discourse essential for democratic citizenship in the twenty-first century.

In consultation with their advisor, students typically concentrate their major course work in one of four emphases areas: Communication Studies (interpersonal, persuasion and social influence, conflict, communication research), Rhetorical Studies (public communication, argumentation, rhetorical theory and criticism), Media Studies (television criticism, film criticism, mass communication), and Organization Studies (group, organizational, and computer-mediated communication). The department encourages students to complement their Communication major with either a minor in a related discipline or a minimum of five courses in a supporting fields, selected in consultation with their department advisor.

Theatre Arts Students studying theatre are offered a variety of courses that engage them in methods and processes central to the making, understanding, and evaluation of a theatrical event. Majors, minors, and non-majors learn to apply a wide range of insights, grounded in the liberal arts, to acting, directing, scenography, playwrighting, dramaturgy, and the study of theatre history.
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Through faculty and student directed projects, including the spring Senior Theatre Festival, students learn about theatre through participation in performance and production work. These projects also provide the university and local community with the opportunity to experience high quality productions of diverse style, content, form, and historical periods. Finally, the Theatre Arts program endeavors to enable students who so desire to pursue further study in graduate programs and professional internships.

Co-Curricular Activities

The Department of Communication and Theatre Arts sponsors activities that include a competitive forensics program and dramatic productions. Forensic activities include Cross Examination Debate Association (CEDA) debate and a full range of individual speech events. The department also sponsors the Washington Alpha Chapter of Pi Kappa Delta, a national forensic honorary. Participation in these projects is open to all university students. Activity credit may be granted with prior approval of the department.

The Norton Clapp Theatre

This intimate theatre, located in Jones Hall, serves as the performance center for the Department of Communication and Theatre Arts. Each year Theatre Arts presents a season of major dramatic productions and student-directed plays. All students are welcome to audition for Theatre Arts productions and to assist in the technical aspects of the productions.

General Requirements for the Major or Minor

Students majoring or minoring in Communication or Theatre Arts must earn a grade of C- or higher in all courses which are taken in fulfillment of a major or minor requirement. No courses taken on a pass/fail basis will be allowed to fulfill department requirements. At least four departmental units of the major, or three departmental units of the minor, must be completed at Puget Sound.

Requirements for the Bachelor of Arts in Communication

COMM 202; COMM 204 or 360; COMM 232; COMM 244; COMM 332 or 344.

Five units selected and approved through advising from COMM 204, 222, 223, 322, 332, 350, 352, 354, 360, 422, 440, 442, 443, 444, 460, 484, 497, 498;

At least one of the five units must be a senior seminar selected from COMM 422, 442, 443, 444, 460, and 484 (when designated as a Senior Seminar).

Only one unit from COMM 497 and 498 may be counted toward the major. Courses used to satisfy requirements within the major or minor cannot be used to satisfy University core requirements other than Communication II-A.

Requirements for the Bachelor of Arts in Theatre Arts

1) THTR 110; 210 or 310; 217; 313; 317; 319; 371; 373; 375; 463.

2) Theatre Arts majors may not use Theatre courses to fulfill the University's Fine Arts Core requirement.
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Requirements for the Minor in Communication
Completion of 6 units, to include COMM 202; 204 or 360; 232 or 244; 332 or 344; plus two additional Communication courses, one of which must be at the 300 or 400 level, selected through advising. COMM 101 does not count toward the Communication Minor.

Requirements for the Minor in Theatre Arts
Completion of the following 6 units: THTR 110; 210 or 310; 217; 306 or 485; and two of the following: 275, 371, 373, 375.

Note
The Communication and Theatre Arts Department reserves the option of determining, on an individual basis, a time limit on the applicability of courses to a major or minor.

Course Offerings in Communication
Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

101 Presentational Communication  This course develops students’ ability to research complex issues, organize facts, develop proposals, and competently deliver formal presentations to audiences. Presentational Communication curriculum offers a blend of public speaking skills (analytical, theoretical, and practical) and audience analysis skills (socio-demographic and psychological) to improve the effectiveness of students’ oral communication, critical thinking, and listening skills. Satisfies the Communication II-A core requirement; does not apply toward Communication major or minor.

104 Freshman Seminar: The Argumentative Context of Social Policy and the Supreme Court Using the close examination of U.S. Supreme Court opinions, this course examines the relationship between legal argument and historically specific socio-political contexts. Students focus upon the manner in which social and political contexts operate as the rhetorical framework within which court cases are decided. Selected case opinions of the high court concerned with equal protection of the law and freedom of expression are featured prominently. In addition to analyzing written opinions, the course provides students with the opportunity to assess the actual oral argument of specific cases before the high court. Students study classical reasoning, standards of evidence in judicial rhetoric, contemporary theories of argument, and critical methods of cultural analysis. The course requires intensive reading and writing exercises as well as oral presentations of individual case analyses. Satisfies Communication II-A core requirement. Not offered 2002-2003.

105 Freshman Seminar: The Rhetoric of Race Relations: From Abolition to Civil Rights and Beyond  This seminar is designed to investigate and analyze American political and social discussions of race. Specifically, the seminar focuses on the process of rhetorical advocacy devoted to the topic of Anglo/African-American relationships. Students engage in the critical analysis of message design and construction; this includes attention to issues of argument strategy, message structure, style, and language, and the process of locating a message in its historically specific context. Students learn how to analyze, construct, and present messages of advocacy for particular public policies. The seminar is designed to enhance students’ understanding of the range of strategic options and resources available to public advocates, to nurture students’ ability to analyze and evaluate public discourse, and to give students experience in advocating for or against public policies governing race relations in American culture. Satisfies the Communication II-A, core requirement.
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106 Freshman Seminar: Science and the Struggle for Equality Although Thomas Jefferson claimed in 1776 that "all men are created equal," subsequent events in U.S. history demonstrate that achieving equality for all people remains an elusive goal. In particular, public debates regarding the rights and privileges of African-Americans and immigrant groups have been influenced by scientific controversies regarding group differences in intellectual and moral capacity. In this course, the class uses the lens of argumentative analysis to critically examine claims regarding "natural" group differences in ability. In particular, students examine critically the use of statistical reasoning by scientists to both support and challenge claims regarding group differences and explore the implications of this debate for contemporary public policy issues such as affirmative action, the use of standardized tests in schools, and educational policies. Students prepare debate presentations on contemporary and historic policy issues as well as research reports on key issues and figures in the debate. Students also gain experience in rational deliberation over topics that can elicit strong emotions. Satisfies the Communication II-A core requirement.

108 Workplace Discourse: Paradoxes of Life at Work This seminar is designed to investigate and analyze discourse on the subject of work. In particular the course focuses on the paradoxes of the American work life in public discourse, individual narratives, and social science research. Readings and discussions focus on a number of stock issues facing contemporary workers including, but not limited to: downsizing, accommodation, affirmative action, equal pay, the glass ceiling, family and medical leave, work-life balance, sexual harassment, and changing structures in work life (ex: telecommuting). In pursuit of an understanding of the issues facing American workers, the class also engages in cross-cultural comparisons with European and Asian work policies. Students are required to reflect critically upon taken-for-granted assumptions about workers, the workplace, the nature of organizations, and the place of organizations in society. Students read primary texts which allows them to learn how to critically analyze message design and construction, includes attention to issues of argument strategy, message structure, style and language, and the process of locating a message in its historically specific context. Satisfies the Communication II-A core requirement.

202 Group Decision-Making Processes This course presents a variety of group communication theories that allow students to analyze and describe the complex process of group interaction. The complexities of group dynamics include topics such as decision making, problem solving, leadership, deliberation, and the ability of the individual to adapt his/her own behavior to fit the goals of the group. Beyond learning how to analyze the important dynamics of group interaction, students also learn how to present information and ideas in group settings. Students can expect a variety of theory and application integration while working through two in-depth group projects, including a 30-40 minute public discussion and an observational in-depth analysis of a working group. Satisfies the Communication II-A core requirement.

204 Argumentation and Debate This course develops the skills of reason-giving and critical evaluation that are central to competent participation in a democratic society. The course examines classical and contemporary conceptions of practical reasoning and theories of belief, attitude, and value systems. Students apply argumentation theory in both formal presentations and structured academic debates of value and policy propositions. This course is designed for those who have had experience in public speaking through high school or college coursework or through substantial co-curricular or work experience. Satisfies the Communication II-A core requirement.

222 Introduction to Film Criticism This is a critical writing course in media literacy which focuses on how popular film narratives (independent and mainstream) function in American cul-

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ture. Students study visual and narrative composition of film, the politics of film aesthetics and production, and the competing rhetorics of American film directors and genres. The discussion of each film is contextualized through attention to visual and narrative construction of gender, race, ethnicity, nationality, sexuality, and social class. COMM 244 or a course in critical writing recommended.

223 Introduction to Political Communication This is a survey course designed to help students understand political communication, especially the rhetoric of political campaigns. Students study the history and contemporary practice of political persuasion, presidential debates, the impact of media on political campaign strategies, and the history of political campaigns. Prerequisites: Communication 1 core; COMM 244, or comparable experience in critical writing recommended; sophomore, junior, or senior standing. Not offered 2002-2003.

232 Communication Research Methods Introduction to the research tools necessary to locate, understand, evaluate, and synthesize social scientific arguments regarding communication processes. Curriculum includes the philosophy of the social sciences, measurement issues, basic experimental and research design, and an introduction to statistics. Students gain the skills necessary to interpret scientific arguments and conduct their own, original investigation of a major communication theory. The studies are designed to resolve an argument between competing perspectives for a communication outcome. Prerequisites: COMM 101 or equivalent and Communication 1 core.

244 Rhetorical Criticism This course is an introduction to the discipline of speech communication through intensive focus on critical research. Students become familiar with some of the more important critical approaches to the study of public communication. Students learn how to locate and read historical-critical scholarship; how to describe, analyze, interpret, and evaluate prose discourse; and how to formulate their own critical insights into sound oral and written arguments. Prerequisites: COMM 101 or equivalent and Communication 1 core.

292 Forensics .25 activity unit Participating in intercollegiate forensics. May be repeated for credit.

312 Persuasion, Propaganda, and the Mass Media of Great Britain British political rhetoric and varied popular media including media coverage, advertising, architecture, and museums supply the case studies for an examination of the use and influence of persuasion and propaganda in modern society. Special attention is paid to the role of the mass media in this process and to the ethics of persuasive and propagandistic techniques. Offered only for the fall 2002 ILACA program.

322 Television Criticism This is an advanced course designed to guide students through some of the more important American and British theoretical and critical approaches to the study of television and popular culture. Students are asked to watch television critically, with the end goal of writing critical essays about television artifacts. During the course of the semester, students apply one or more of the critical approaches to the television program of their choice in order to produce thoughtful essays on the function of television in American culture. These essays are presented both in written and in oral form. Prerequisites: COMM 222, 223, or 244 or comparable courses in critical writing recommended; junior or senior standing.

332 Communication Theory An advanced course that examines the major theoretical constructs relevant to the study of human communication. Emphasis is on understanding a variety of
perspectives from which human communication can be viewed. Prerequisites: COMM 232 recommended; junior or senior standing or permission of instructor.

344 Rhetorical Theory An advanced course that examines the evolution of rhetorical theory during the past twenty-five hundred years and the cultural forces that have given rise to variations in the classical paradigm. Students of the language arts, classics, philosophy, as well as communication, should find the course a useful cognate in their academic programs. Prerequisites: COMM 244 recommended; junior or senior standing, or permission of the instructor.

350 Interpersonal Communication Advanced study of theories and research processes that examine the social, cognitive, and affective processes which govern face-to-face communication. Prerequisites: COMM 101 or 202 recommended, junior or senior standing. Offered every other year; not offered 2002-2003.

352 Group Process Advanced study of group communication processes Emphasis on communication theory, encompassing phases of group development, roles and status structures, leadership, and intergroup relations. Prerequisites: COMM 202. Offered every other year; offered Fall 2002.

354 Communication and Conflict An advanced seminar that surveys theories of social conflict and the role communication plays in conflict episodes. The seminar explores the structural, social, and cognitive bases for conflict and considers how messages are used to convey power, establish reciprocity, manage intensity, gain compliance, and save face. Prerequisite: Junior or senior standing.

360 Business and Professional Communication Using a variety of different organizational lenses (i.e. culture, workgroup, and agent), students learn to think through issues in modern organizations. Course materials encourage students to take the role of organizational agents as they face ethical dilemmas in examining contemporary organizational issues such as gender, language, class, and technology. Students can expect a variety of theory and application, integration through intensive class discussion, ethics case papers, and an in-depth group project, which includes a 40-minute professional presentation. Other assignments focus on developing writing skills that are appropriate for typical business and professional settings. The goal of the course is to encourage student reflection on how everyday communication (e.g. writing a simple memo) can affect and construct a system of interaction with profound organizational and social consequences. Prerequisites: Junior standing; completion of at least one composition course and one presentational communication course, or instructor permission.

422 Advanced Media Studies This course explores the history of the visual construction of the human body across various media technologies and texts, and engages in critical analysis of the social meanings and uses of those constructions. Through examination of public disputation over the social, political, and cultural consequences of selected mediated constructions, students see how social problems involving mass media must be understood in the broader, complex contexts of legal regulation of public communication practices, the political economy, and the cultural semiotic milieu. Counts toward Women Studies minor. Prerequisites: COMM 223 (or 222 taken from Fall 1995 through Spring 1997) or 322; courses in critical writing recommended; COMM 444 recommended. Offered every other year; not offered 2002-2003.

440 Gender and Communication Using gender as the primary focus, this course engages students in a critical analysis of the ways in which symbol systems in their socio-political and economic contexts function to create subjective spaces (e.g., assign specific roles) for particular groups
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of people. The course considers how race and social class intersect with gender norms. The class studies how communication practices shape the ways we view ourselves and others, how these practices constrain or promote resistance, how individuals and groups negotiate their subjective spaces, and how the political economy influences "gendered" practices. Students study how culturally defined "masculinity" and "femininity" are corollary, composite parts of a broader set of communication practices, including cultural controls on desire, human sexuality, militarism, education, and domestic politics. Satisfies the Comparative Values core requirement. Offered every other year; not offered 2002-2003.

442 Persuasion and Social Influence This course explores rhetoric, persuasion, and coercion through the use of symbols. The course examines the cognitive, social, and rhetorical dimensions of attitude change by considering how messages are used to affect the behaviors of individuals. The course focuses on the major theories of attitude change, research on communication and conformity, rhetorical use of symbols, and the effects of persuasive messages. Prerequisites: Junior or senior standing or permission of the instructor. Satisfies the Society core requirement.

443 Early American Public Address This course analyzes the creation, reception, and impact of American public discourse from the colonial period through the civil war. Course material focuses on the process of rhetorical advocacy as it occurs in key political and social movements and significant political and public controversies. Through detailed analysis of message construction, the course enhances students' appreciation of the range of strategic choices available to public advocates, increases students' understanding of the limitations and constraints that confront public advocates, and nurtures students' ability to analyze and evaluate public discourse. Through the reconstruction and analysis of important episodes, social movements, and public controversies of the early American period (including Revolutionary agitation, the ratification debate, the birth of political parties, abolitionism, the birth of the women's movement, and slavery and territorial expansion), the course develops students' knowledge of the role of public discourse in history and illustrates the relationship between rhetorical practice and American public culture. Prerequisite: COMM 244, 344, or permission of instructor. Offered every other year; offered Spring 2003.

444 Public Address: Contemporary Public Discourse This course analyzes the creation, reception, and impact of American public discourse over the last five decades. Course material focuses on the process of rhetorical advocacy as it occurs in key political and cultural events and significant public controversies. Through detailed analysis of message construction, the course enhances students' appreciation of the range of strategic choices available to public advocates, increases students' understanding of the limitations and constraints that confront public advocates, and nurtures students' ability to analyze and evaluate public discourse. Through the reconstruction and analysis of important episodes and controversies in recent American history (including decisions to drop the atomic bomb, the cold war, Vietnam, civil rights, and feminism), the course develops students' knowledge of the role of public discourse in historical events and illustrates the relationship between rhetorical practice and American public culture. Prerequisite: COMM 244, 344 or permission of instructor. Offered every other year; not offered 2002-2003.

460 Organizational Communication An advanced seminar that examines the processes of human communication within the context of formal organizations. Emphasis is on analyzing theories and conceptual models in organizational relationships, flow of information, analysis of communication, and improving communication effectiveness. Prerequisites: COMM 101 or 202, senior standing, or permission of instructor.
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484 Topics in Communication  Advanced seminars in various areas of the communication discipline. Course content varies with each offering. May be repeated. Maximum one unit applied to major requirements. Some offerings are designated as Senior Seminars.

497/498 Internship Among the requirements for this seminar is the completion of 120 hours of field experience at a site prearranged in consultation with the internship coordinator in Academic and Career Advising. The seminar provides the context to reflect on concrete experiences at the site and link them to study in each student's discipline as well as the political, psychological, social, economic, and intellectual forces that shape our views on work and its meaning. The aim is to integrate the liberal arts with issues and themes surrounding the pursuit of a good and productive life. In certain pre-approved instances, an individualized learning plan with a faculty sponsor may substitute for the seminar. Prerequisite: approval of the Internship Coordinator (see description on page 229 of this Bulletin).

Course Offerings in Theatre Arts

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 11.

110 Fundamentals of Acting  This introductory course is designed to develop greater confidence and awareness of the body and the voice as flexible instruments of communication. Emphasis is placed on concentration, relaxation, creativity, and action execution. Students are also exposed to the Stanislavsky "method" of acting. Participation includes acting in scenes and rigorous physical activity. Prerequisite: permission of instructor.

210 Acting II: Characterization and Craft  This course extends and develops the theories within the Stanislavsky system of acting. Attention is focused on psychological, emotional, physical, and intellectual processes that aid the actor when entering the world of the "realistic" play. Attention is also given to mastering stage dialects, improving voice and movement, auditioning, and writing about the process of acting. Participation includes extensive scene work and rigorous physical activity. Prerequisite: THTR 110.

217 Technical Theatre  Serves to introduce students to materials and methods used in the execution of designs for the stage. Projects provide hands-on experience with shop equipment for construction of two- and three-dimensional scenery, technical and perspective drawing techniques, color mixing, scenic painting, and in the business of planning, scheduling, and organizing crews and the scenery shop for production. Reading assignments introduce major reference books in technical theatre and students begin the study of the history of scenery and technical practice.

270 The London Stage  This theatre appreciation course enables students to read a play text with performance in mind, to discern the various elements which contribute to success or failure of a play in the theatre, and to gain practice in writing of theatre reviews. The course includes attendance at several plays from a wide range of dramatic materials and productions. As a result, historical perspective can be gained through the experience of the theatre, through visits to museums and galleries, and through consideration of common elements and development. Satisfies the Fine Arts core requirement. Taught only as part of the HACA London program. Credit for THTR 270 will not be granted to students who have completed THTR 271 or 275.

275 Theatre Survey  In this course students explore the theatrical art form through studies in the areas of acting, directing, scenography, playwriting, dramaturgy, spectatorship, and theatre history. Students encounter the diversity and complexity of the artistic process by gaining under-
standing of the work of theatre makers. Using critical and analytical tools that they acquire over
the course of the semester, students learn to express their experience of theatre both orally and in
writing. Satisfies the Fine Arts core requirement for non-Theatre Arts majors.

291 Theatre Production .25 activity unit  Student participation in acting, scenery construction,
lighting, costuming and properties for a major production. May be repeated for credit.

306 Playwrighting  This course focuses attention on the playwright as a maker and shaper of
works for the theatre through an exploration of various approaches to playwriting, as well as the
study of significant contemporary American plays and playwrights. This course considers sources
of inspiration for plays, strategy, plotting, characterization, and style. At the end of the semester, students
present workshop performances of short plays. Crosslisted as ENGL 306. Prerequisite: One
of the following: THTR 275, 371, 373, 375; ENGL 341, 351, 353, or permission of instructor.

310 The Actor and the Classic Repertoire  This language-based acting approach is designed to
give contemporary actors the tools for performing in plays by Shakespeare and other Early Mod-
ern Dramatists. Students study integration of language and the body, voice exercises, actor-ori-
ented text analysis, scansion, Elizabethan rhetoric, and cold-reading techniques for verse—all of
which are also useful for acting modern plays. Exercises include a staged reading of a complete
Shakespeare play and focused work on the audition. All students also enroll in a stage combat lab.
Prerequisite: THTR 110 or permission of instructor.

313 Directing: Analysis and Communication  An introduction to the process of theatrical di-
rection through an intensive look at the four major “roles” of the director—the artist, teacher, ad-
ministrator, and writer. Special attention to directorial ethics, the nature of collaboration with
other theatrical artists, and working with actors. The course culminates with the presentation of a
one-act play. Prerequisite: THTR 110, 210, or 310 and permission of instructor.

317 Scene Design  A study of the history of architecture and interior design is combined with an
exploration of techniques and styles of rendering and model construction. Contemporary theory
and criticism within the field of scenography, methods of research, and play analysis are examined
as tools for developing valid and original designs for the theatre. Prerequisite: THTR 217.

319 Costuming for the Theatre  The theory and fundamentals of costume design with practical
application through rendering designs for specific characters in assigned plays are discussed. A
general overview of costume history, period pattern drafting, and construction are examined.

353 Shakespeare the Dramatist  The aim of this course is to remind the students that
Shakespeare was a great dramatist as well as a great poet and to show students that his plays are
still exciting and dynamic as theatre. The course is structured, therefore, around the Shakespeare
plays which are in production at the time of the course. Five or six plays are selected. London
provides the visiting student with many opportunities to see Shakespeare's plays performed well.
A visit to Stratford-upon-Avon and to the Shakespeare Memorial Theatre is also included. Offered
only as a part of the ILACA London program. Crosslisted as ENGL 353.

371 Theatre History I: From the Origins of Theatre to the Seventeenth Century  Incorporat-
ing a discussion of various theories on the origins of theatre and the human impulse to perform
stories, this course explores the development of western and non-western dramaturgical techniques
from Homer to the Spanish Golden age. Playscripts are considered as the skeletons of events and
in the larger context of the communities for which they were written. Students examine the inter-
section of cultural history and theatrical practice by focusing on cultural context, theatrical space,
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and performance conventions. This course also looks at the interrelation of various ideas and stories throughout the era and cultures studied, and discusses how these pre-modern performances continue to influence theatre today.

373 Theatre History II: Late Seventeenth to Mid-Twentieth-Century Theatre In this course students develop a comprehensive knowledge of playscripts and performance history from the mid-seventeenth century to the 1950s. Through these studies in world theatre, students learn to apply what they learn from history, criticism, and dramaturgy to the making of theatrical performance, whether of a new play or an established text. Each student learns to create a detailed dramaturgical file that explores the potential performance of a particular play in a unique time and place.

375 Contemporary Theatre and Performance In this course students develop a comprehensive knowledge of playscripts and performance history from the 1960s to the present. They make connections among existing, emergent, and potential theatrical forms in order to apply what they learn from history, criticism, and dramaturgy to theatre making. Students create and revise thesis projects that enable them to become more self-aware as writers and that increase their ability to explore in depth a topic that excites their curiosity and passion. Prerequisites: THTR 371, 373, or permission of the instructor.

463 Senior Theatre Festival Majors in Theatre Arts undertake a supervised project in their main area of interest. This could include dramaturgy, design, acting, or directing. The exact nature of the project varies but involves extensive reading of plays, research, and the public presentation of the student’s work. Prerequisites: senior standing; Theatre Arts majors only.

471 Staging Gender Society’s expectations of men and women frequently surface in the themes and arguments of theater. This course explores the performance and discussion of gender ideology in three dominant periods of Western theater: classical Athens, early modern England, and contemporary theater written in English. Playscripts, gender of players, modes of acting, types of performance spaces, and nature of theatrical events are considered within the context of the communities for whom the plays were written. The course also addresses the tensions between the staged lives and lived lives of women and men who were/are the subjects and audiences of the plays. Counts toward Women Studies Minor. Offered every other year; not offered 2002-2003.

476 Shakespeare’s World William Shakespeare, Christopher Marlowe, and Galileo Galilei were each born in 1564—what in the world was going on? This course takes an interdisciplinary look at the culture, ideas, and events of early modern Europe with a particular focus on their effects on English theater. Readings range from Luther, Galileo, and Montaigne to Shakespeare, Jonson, and Marlowe. Crosslisted as ENGL 476. Offered every other year; next offered Spring 2003.

485 Topics in Theatre Arts The place of topics in the curriculum is to allow the Theatre faculty to teach intensively in their particular fields of research and expertise and to allow students an in-depth study of one period or movement important in the history of drama. Students become familiar with research tools and methods of a particular period or movement and with the issues surrounding them. May be repeated for credit. Offered every three years; offered Spring 2003. Topic: Making Musical Theatre.

497/498 Internship Among the requirements in this seminar is the completion of 120 hours of field experience at a site prearranged in consultation with the internship coordinator in Academic and Career Advising. The seminar provides the context to reflect on concrete experiences at the site and link them to study in the student’s discipline as well as the political, psychological, social.
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economic and intellectual forces that shape our views on work and its meaning. The aim is to integrate the liberal arts with issues and themes surrounding the pursuit of a good and productive life. In certain pre-approved instances, an individualized learning plan with a faculty sponsor may substitute for the seminar. Prerequisite: approval of the Internship Coordinator (see description on page 229 of this Bulletin).

COMPARATIVE SOCIOLOGY

Professor: Leon Grunberg; Sunil Kukreja, Chair;
Associate Professor: John Finney; Margaret Nowak
Assistant Professor: Richard Anderson-Connelly; Mirelle Cohen; Douglas J. Goodman; Nick Kontogeorgopoulos (on leave Spring 2003); Karen A. Porter
Visiting Assistant Professor: Claudia Konker

About the Department

The Comparative Sociology Department at the University is rooted in two related disciplinary traditions—sociology and anthropology— and it is these two perspectives together which contribute to the rationale behind the integrated curriculum that is offered here. Faculty members representing both disciplines share a fundamental concern for actively engaging students in critical comparative study of social and cultural phenomena from a wide variety of ethnographic and historical contexts. The overall goal of the department consists in providing students with a program of studies that would enable them to (1) comprehend the diversity and commonalities of societies from a broad range of cross-cultural and historical settings; (2) develop a comparative perspective from the integration of theories and methods drawn from both sociology and anthropology; (3) learn to analyze and interpret sociocultural phenomena in the light of relevant assumptions, knowledge, theory, and praxis; (4) effectively communicate knowledge and insights thus acquired, and 5) imaginatively apply this knowledge to the amelioration of human problems.

Students who major in Comparative Sociology will select one of two specific concentrations offered by the department: anthropology or sociology. In addition to completing coursework in the selected area of concentration, all majors will also be required to complete a sequence of five foundation courses common to the Comparative Sociology program as a whole. While a major in Comparative Sociology can provide excellent preparation for advanced study in anthropology, sociology, social work, or other related graduate and professional programs, it can also be seen as a rewarding end in itself, providing students the opportunity to develop knowledge and skills valued in a wide range of career possibilities.

For all students—majors, minors, or those simply seeking one or more Comparative Sociology courses as part of their liberal arts education—the department is strongly committed to fostering the development of analytic skills and reflective thinking in the process of conveying knowledge of societies and cultures across the globe. In this endeavor, faculty and courses alike aim to expand students' intellectual horizons, challenging them to recognize the oftentimes ethnocentric limitations of personal experience and individual biography, and encouraging them to become more conscious of the ways human beings come to take the "reasonableness" of their own worlds for granted.
Comparative Sociology

Requirements for the Major

Students must select one of the following concentrations: Anthropology or Sociology. Within each of those concentrations, a major in Comparative Sociology consists of eleven courses:

**Anthropology Concentration**
Required Courses: 200, 296, 301, 302, 490/491 or 492/493.

Elective Courses: Five courses in Comparative Sociology at the 200 level or higher, two of which must be at the 500 or 400 level.

**Sociology Concentration**
Required Courses: 204, 295, 301, 302, 490/491 or 492/493.

Elective Courses: Five courses in Comparative Sociology at the 200 level or higher, two of which must be at the 500 or 400 level.

Students in either concentration who plan careers in social services are strongly advised to take CSOC 290 and CSOC 497.

Majors may satisfy no more than two University core requirements from Comparative Sociology offerings. At least four courses of the major must be completed at Puget Sound.

Requirements for the Minor

A minor in Comparative Sociology consists of six courses: 200 or 204, 295 or 296, and four electives, one of which must be at the 300 or higher level. At least three of these courses must be completed at Puget Sound.

Notes

A minimum GPA of 2.0 in the Comparative Sociology major is required for graduation. To earn a minor in Comparative Sociology, a GPA of 2.0 is required in the applicable Comparative Sociology courses.

The Comparative Sociology Department reserves the right to evaluate courses on a case by case basis to determine whether they may be applied to a major or minor based on the age of the course.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

**103 Social Problems** A sociological analysis of conditions, social and environmental, which are considered to constitute problems affecting the quality of social life. Emphasis on past and present attempts to deal with problems and the consequences of such efforts. Both national and international conditions are analyzed. Satisfies the Society core requirement.

**200 Cultural Anthropology** The fundamentally cross-cultural, cross-temporal orientation of anthropology makes it unique among disciplines: its practitioners are always trying to broaden the framework of any discussion about human beliefs and practices to include examples which are as diverse and varied as possible, while at the same time insisting on one underlying universal "humanity." The purpose of this foundation course in sociocultural anthropology is to provide a fundamental clarification of the guiding assumptions, methodologies, theories, interpretations, and
conclusions of this discipline. Students are led by a progressive presentation and re-presentation of these tools and paradigms to see first, how the discipline "works," second, how they themselves can participate, even in a very limited way, in some aspects of a "live" anthropological investigation, and finally, how they can use some of anthropology's reflexive, self-critical thoughts to stand back and re-examine their own participation in "anthropological knowledge-construction." Satisfies the Society core requirement.

202 The Family in Society Examination of varieties of the organization and experience of family life throughout the world; consideration of similarities and differences, trends, and current concerns. Major focus on attempts to explain how and why these differences and similarities exist and why concerns about the family in society wax and wane.

203 Anthropological Study of Religion Considers religion as a cultural system which provides models of and for reality (i.e. ideology and experience). Specific examples of religious thought and activity from a wide variety of ethnographic contexts are used to illustrate such topics as totemism, shamanism, ritual, symbolization, and the relationship between social dynamics and belief systems. Offered every other year; not offered 2002-2003.

204 Social Stratification This course examines social inequality in a comparative context looking at the experiences of a wide variety of countries with differing stratification systems (for example, Japan, South Africa, Russia, and Sweden). These structures of social inequality are compared to the U.S. system of stratification and the theoretical and policy implications that emerge from these comparisons are discussed. Satisfies the Society core requirement.

205 Human Evolution This introduction to human behavioral evolution discusses the physical evidence for the evolution of humankind as a prelude to a later consideration of the parameters of influence of human biology on contemporary social and cultural behavior. The ability to behave in learned and shared ways is the end product of a long process of biological evolution that featured increasing flexibility in behavioral systems. Relevant disciplines include paleoanthropology, archaeology, behavioral evolution, ethnology, ethology, psychobiology, and sociobiology. Not offered 2002-2003.

206 Deviance and Social Control The study of non-conformity to social expectations and of the methods developed by groups to prevent deviance and to sanction its occurrence through punishment, treatment, or rehabilitation. Analysis of the interaction between deviance and social control as the consequence of the power of certain groups to enforce their definitions, expectations, or institutional arrangements on other groups. Examination of contemporary American, cross-cultural, and historical material. Offered every other year; offered Fall 2002.

208 Peoples of Africa This course introduces the cultural, political, economic, and geographic diversity of sub-Saharan Africa, a region of nearly 600 million people politically organized into some 53 separate sovereign states. Drawing on classical and contemporary ethnography and theory, the class explores principles of social organization and cultural practices in a number of African societies. In addition to reading what non-Africans have said and say about Africans, the class hears African voices through scholarship, literature, newspaper articles, music, and video. Central themes in this course are: African forms of social organization (including kinship, family, and marriage); politics and protest in Africa's dynamic and creative political systems; and women and empowerment in contemporary Africa. Offered every other year; offered Fall 2002.
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212 Women, Men and Society  Using significant texts from the humanities and social sciences, this course explores and analyzes the profound importance of gender in the organization of social life and in the construction of personal identity, with emphasis on women's lives. Gender is studied in the context of race, ethnicity, class, and other basic social divisions in specific times and places. Focus is on how groups divide labor between men and women; how they construct ideologies and social frameworks to perpetuate women's subordination; and how women and men negotiate, survive, transform, and transcend the gender-related constraints on their lives. Satisfies the Society core requirement.

213 Urban Sociology: Cities, Regions and Peoples  This course examines the theory, concept and history of urbanization, especially its relationship to agrarian, industrial and post-industrial society. The emphasis of the course deals with the spatial and positional dimension of evolving societies, focusing on, but not limited to, the United States. It considers the effects on human geography of history, technology, institutions, ideas, health, politics, class and race, and the international political economy. Major thematics are the logic of labor movements, private and public interests, urban social structure, regional development, and the emergence of an integrated national political economy. Detailed topics include slavery and the black diaspora, frontier expansion and closure, the bi-polar phenomena of suburbanization and ghettization, and the human geography of race and ethnicity which to this day shapes much of the life of the Americas. The course is particularly useful to students interested in the relationship of macro and micro historical processes in the positional and material economy of evolving societies and to students of historical methods of social research. Offered every other year; not offered 2002-2003.

214 Criminology  Criminology is widely defined as the study of the nature, causes, and dynamics of crime and crime control in society. Accordingly, criminologists are often concerned with a range of issues including the structural determinants of crime, victimology, social-psychological characteristics of criminals and penology. Any attempt to explore these issues requires that one be cognizant of the assumptions (implicit and explicit), values, and social forces involved in shaping the study of crime and related issues. Partly based on this, the course is designed with the following objectives: 1) to foster sociological understanding of the issues outlined above. The application of such an approach requires a constant awareness of the interplay between individuals and social forces in examining and understanding this social phenomenon; 2) to critically examine the conventional wisdom and select social science based theories about crime and society; and 3) to develop an appreciation of the complexity of the crime phenomenon as well as criminological discourse.

215 Race and Ethnic Relations  This course analyzes selected historical situations of racial and ethnic conflict associated with Western expansion and technological development. Focus is on 1) the circumstances under which one group is able to subordinate another politically, economically, and culturally; 2) the forms, structures, and consequences of domination; 3) the role of racist ideologies; 4) the survival and resistance strategies of the dominated; and 5) the causes and dynamics of change in minority/majority relations. Satisfies the Historical Perspective core requirement.

230 Indigenous Peoples: Alternative Political Economies  This course examines the situations, problems, and continually developing strategies of indigenous peoples living in various countries and regions scattered throughout the world. While the central concern of this investigation focuses on so-called "tribal" peoples and their increasingly threatened, yet still instructive lifeways, the course also deliberately considers selected points of contrast and comparison involving "modern" societies as well. Toward this end, the course uses the approach of political anthropology,
which has traditionally been associated with the study of small-scale societies (wherein the realms of "politics" and "economics" are inseparably interlinked with other sociocultural institutions such as "religion" and "kinship"). The ultimate aim of the course is threefold: first, to acknowledge the tragedy of past and presently-continuing destruction of indigenous peoples' physical, social, and cultural lives; second, to learn about and from the resilience and resistance such people have shown over millennia; and third, to inspire hope that it is still not too late for "modern" and "tribal" people humbly and profitably to learn from each other. Not offered in 2002-2003.

235 The Sociology of Popular Culture The course is a serious exploration of the development and social significance of various popular cultural forms, such as rock music, television programs, sporting events and shopping. It considers the historical and sociological dimensions of the design, production, marketing, and consumption of popular culture. One of the principle objectives of this course is to encourage and enable students to look beyond surface images and hasty reactions in order to better understand the various meanings of popular culture, its origins, the interests it serves, and the many reasons for its appeal. Offered Spring 2003.

290 Social Services A sociological analysis of social services in the United States and other parts of the world. After a brief consideration of the development of social welfare organizations in historical context, a study of social services in the United States and its economic, political, and ideological aspects is undertaken. This study emphasizes policy and program issues. A comparison of U.S. policy and programs with those of other Western societies is also made, and international social service organizations are considered.

295 Sociological Theory This course is designed to be an in-depth survey of the major conceptual frameworks of sociology. The course focuses on the basic questions that have been addressed by influential nineteenth and twentieth-century social and cultural analysts, and the theories they have constructed to answer them. The first half of the course focuses on the "classical" theorists, including Marx, Weber, Durkheim, and Mead. The second half is devoted to contemporary perspectives, including structural-functionalism, symbolic-interactionism, conflict theory, ethnomethodology, and feminist theory.

296 Anthropological Theory This course is concerned with the emergence of anthropological ideas from their beginnings in philosophy, through the period which led to the establishment of anthropology as a distinct academic tradition, to the present. Students learn to evaluate and interpret the contributions of key figures both within their historic context and in the light of contemporary anthropological theory and understanding.

301 Social Research I This course covers experimental and quasi-experimental design, the design of social surveys, and techniques of data analysis appropriate for each type of design. Individual student research projects are required. Prerequisite: MATH 271 strongly recommended.

302 Social Research II This course covers field research design, unobtrusive research, issues in the design of evaluation research, and techniques of data analysis appropriate for each type of design. Individual student research projects are required.

305 Language, Culture, Society, and Power Throughout the course of their lives, people acquire—consciously and unconsciously, in the school system and outside it, adequately or imperfectly—a repertoire of communicative strategies. Furthermore, this learning process affects, and is deeply affected by, the dynamics of relative power in society. For those types of people whose position in society is not dominant, "taken-for-granted" or "mainstream," (e.g., the deaf or other
people with disabilities; refugees and immigrants; U.S. natives whose sole or primary language is not standard English)—their group's linguistic and metalinguistic communicative strategies may also serve as a means of either challenging or further cementing their subordinate or marginalized status. Whatever the particular case may be, group-maintained variations in language involve not only linguistic factors, but social, economic, and political relationships as well. Using the approach and insights of the discipline of sociolinguistics, this course explores such linkages. No previous familiarity with linguistics, foreign language study, or non-mainstream life experience is required, although any of these would certainly provide relevant background for the course. Offered every other year; offered Spring 2003.

307 Medical Beliefs and Practices The purpose of this course is to introduce the student to the range of cultural beliefs and practices concerning disability, illness, and disease. Emphasis is placed on cultural definition of illness, techniques of diagnosis, and curative methods. The students are also made aware of the problems and potential of complementary and alternative health care strategies in global perspective. The impact of strategies on patients and health care workers is considered, and the socioeconomic forces shaping health care practices are assessed. Emphasis is placed on health care innovations and government intervention in the health care system. The above objectives are accomplished by focusing on a select set of case studies, using a seminar format, allowing concentrated study of important problematic issues. Not offered 2002-2003.

316A/B Social and Cultural Change In this course, students examine sociocultural change in the light of such issues as inter- and intra-national social stratification, the distribution of power, colonialism, imperialism, and industrialization. Particular attention is given to key concepts and problems related to modernization in Third World contexts: development, revolution, decolonization, political ethics, and competing ideologies for change and "progress." Section A of this course is characterized by significant Asian content. Satisfies the Society core requirement.

318 Women and Global Inequality This interdisciplinary course uses a range of sources, from monographs to statistics to novels, to explore the role of gender in relation to issues of inequality, power and production throughout the globe, with particular emphasis on countries of the Southern Hemisphere. The inquiry includes examination of women's lives in pre-colonial, colonial, and post-colonial periods, including the impact of and their responses to the present world debt crisis. Throughout the course, the problem of bias in anthropological, sociological, and feminist inquiry launched from countries of the Northern Hemisphere and its consequences for the study of gender in the social structure and culture of non-industrialized peoples is addressed.

320 Sociology through Literature Sociology has long sought scientific status. In the process, it has tended to squeeze out the human and personal from its vocabulary and methods. This course is designed to tackle the crucial questions of sociology by approaching them through an examination of works of literature (for novelists are often excellent microsociologists) and through personal social histories to try and arrive at the abstract and theoretical aspects of sociology from the personal and concrete. The unifying theme of the course is emancipation. This course is conducted in seminar format requiring extensive class participation. Prerequisite: permission of instructor. Offered Spring 2003.

323 Tourism and the Global Order In the contemporary world, tourism is often the foremost, and only, process that brings together people from different parts of the world, allowing those from the "West" and those from the "Third World" to interact on a face-to-face basis under peaceful, if not always equal, circumstances. As such, tourism as a phenomenon and as a process raises
questions about global interconnections and global movements of finance, cultural and material artifacts, ideas, and people across national and cultural boundaries. This course addresses a wide range of issues, including the economic, social, and cultural implications of tourism, the impact of global tourism on the environment and global conservation efforts, and tourism as a vehicle of social change and as a facilitator of cultural and material globalization. The issues covered in this course relate to everyday processes and events - especially the taken-for-granted process of travel itself. Specific topics to be covered include the sociology of tourism, sustainable development, global inequality, cultural adaptation, Third World economic development, the creation and marketing of tourist images, the advent of "alternative" forms of tourism, the search for authenticity, and ecotourism. The course focuses largely on examples and case studies from Southeast Asia, with the inclusion of some primary materials from field research conducted in Thailand.

325 Social Movements This course surveys major theories and research on social movements. Issues of recruitment, organization, tactics, resource mobilization, the role of the mass media, the impact of official agencies, and effects on public policy are examined. Selected movements are analyzed in relation to political institutions, socioeconomic structures, and cultural trends. Among the movements studied: the civil rights movement, women's movement, environmental movement, labor movement, right-wing movements, the pro- and anti-abortion movements, and popular liberation movements in the Third World. Prerequisite: junior standing or above or permission of the instructor. Next offered 2003-2004.

335 Third World Perspectives This course examines the dilemmas, challenges and prospects for selected regions of the developing world—south—as seen through the eyes of intellectuals and leaders from these regions. The course critically examines the values reflected in the ideas/writings of selected "third world" intellectuals and leaders, specifically focusing on how these values shape 1) assessment by intellectuals and leaders of social, cultural, economic, and political dilemmas in the Third World; and 2) the alternatives leaders and intellectuals articulate for overcoming these dilemmas. In the process the course examines the social forces that significantly helped shape the social realities being addressed from a Third World Perspective. Not offered 2002-2003.

340 Global Political Economy The course has a two-fold purpose: first, to analyze the political, economic, and cultural forces creating interdependence in the world; and second, to adopt a comparative perspective and to investigate in some depth the social systems in a variety of countries. Not offered 2002-2003.

341 Modernization and Social Change in Southeast Asia This course serves as an introduction to the sociology of modernization and development and provides an overview of the political, social, cultural, and economic processes shaping the region known as Southeast Asia. Recent events have demonstrated the importance of Southeast Asia to the world economy, and it is imperative that students of sociology understand how historical, political, social, and economic problems facing this region affect, and are shaped by, the rest of the world. In addition to drawing heavily from sociological approaches to modernization and development, this course utilizes a range of disciplinary approaches, including history, geography, economics, and political science, in order to build a balanced, integrated, and accurate comprehension of social change in the Southeast Asian context. Offered every other year; next offered 2003-2004.

352 Work, Culture, and Globalization The industrial landscape seems to be changing dramatically. The end of the Cold War, intensified international economic competition, and new technologies are undermining historic patterns of working and doing business. This course examines
Comparative Sociology

these developments in two ways. First, it focuses on several countries’ experiences in adapting to these changes and then investigate, by intensive research on actual workplaces in the local community, how these changes are affecting the lives of working men and women.

370 Disability, Identity, and Power Anthropologists, whose work has always focused on sociocultural diversity, and sociologists, who have traditionally studied social phenomena in connection with issues of structured inequality and power, are now adding their distinct and complementary orientations the study of disability (defined here as lifelong or chronic biological and/or psychological impairments). This course, which focuses on the sociocultural situation of persons who have (or who are socially close to someone who has) a disability, explores two dialectically interrelated themes: (1) the process of socially grounded identity construction for people with disabilities, and (2) the effects on socially-held assumptions about disability, as well as on people with disabilities themselves—brought about by such people (and/or their caretakers) through their confrontations with various social institutions (e.g., education, health care, legal and economic systems).

460 Moral Consciousness and Social Action According to the sociologist and philosopher Jurgen Habermas, “moral consciousness” involves the ability of an individual to make decisions consciously (i.e., self-reflectively) in the face of moral dilemmas. In exploring the implications of this idea, this course refers to historical events that are generally held to be “moral atrocities” (e.g., the Holocaust: the Gulag). The goal of this investigation, which makes use of theoretical readings as well as first-person accounts of Fascist and Stalinist death camps, ultimately involves the cultivation of a more reflective moral consciousness among seminar participants. Prerequisite: Senior standing or instructor’s permission. Satisfies the Comparative Values core requirement. Offered every other year; offered Spring 2003.

470 Technology and Cultural Values This course is concerned with the extent to which modern technology shapes individual and cultural values. Conversely, the course also focuses on the extent to which individuals, groups, and collectivities are responsible for and can affect future technological change through value choices. Prerequisite: senior standing or instructor permission. Satisfies the Comparative Values core requirement.

481 Special Topics in Sociology This seminar involves an in-depth examination of selected topics in sociology. A different topic is selected by faculty each time it is offered. Relevant theory and current research is examined. Students are responsible for research papers and presentations under close supervision of the faculty. May be repeated for credit. Offered on an occasional basis; offered Spring 2003.

482 Special Topics in Anthropology This seminar involves an in-depth examination of selected topics in anthropology. A different topic is selected by faculty each time it is offered. Relevant theory and current research is examined. Students are responsible for research papers and presentations under close supervision of the faculty. May be repeated for credit. Offered on an occasional basis; not offered 2002-2003.

490 Senior Project I This course is the first in a two-unit sequence. Students develop a project proposal, which includes a review of the literature, theory development, and specifications of the research design. Following approval of the proposal, students engage in data collection. Prerequisites: CSOC 295 or 296, 301, and 302 or permission of instructor.
491 Senior Project II  This course is a continuation of CSOC 490, Senior Project I, in which students will have designed their project and collected their data. In this course students, working under the supervision of the instructor, plan and conduct data analysis, describe and offer an explanation of their findings, and present a professional project report. Students also prepare and present a formal, oral presentation of their project. Prerequisite: CSOC 490.

492 Senior Thesis I  An original study conducted under the supervision of a Comparative Sociology faculty member. The Thesis sequence can be taken instead of Senior Project I and II courses. Students planning advanced study in anthropology, sociology, or social services should, in most cases, consider doing a Senior Thesis rather than a Senior Project. Prior to enrollment the student selects a thesis advisor within the Comparative Sociology department and submit a proposal for approval by the departmental review committee. Application forms can be obtained from the department secretary and should be submitted to the department chair not later than the first day of Fall semester. Prerequisite: Approval of department.

493 Senior Thesis II  A continuation of CSOC 492. Students, working under the supervision of their thesis advisor, complete their thesis and present a public seminar based on their original study. Prerequisites: Approval of department.

495/496 Independent Study

497 Internship  In this seminar students examine theoretical issues surrounding work in areas relevant to sociology and cultural anthropology while drawing from a field experience at a site prearranged in consultation with the internship coordinator in Academic and Career Advising. Students should meet with the internship coordinator to begin their search for an internship placement during the semester prior to enrollment in 497. Prerequisite: permission of the instructor and approval of the Internship Coordinator (see description on page 229 of this Bulletin).

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**ECONOMICS**

Professor: Douglas E. Goodman; D. Wade Hands; Bruce Mann; Ross Singleton, Chair; Kathleen Stirling; Michael Vescel

Assistant Professor: Karin Sable; Matthew Warning

Visiting Assistant Professor: Jan van der Veen

**About the Department**

Economics focuses on decision making and problem solving. It concerns itself with making intelligent individual and social choices in a world of scarcity. The department believes that a student who spends four years wrestling with economic issues and developing the analytical tools necessary to resolve them will emerge with sharpened reasoning and communication skills and will be more alert to the complexities of the world.

The mission of the Economics program is to educate undergraduates in the fundamental concepts and methods of economics and to help them become better informed and more productive citizens through enhanced understanding of the economic underpinnings of society. Learning outcomes for students include the development of sufficient facility with the tools of economics to critically analyze private and public decision-making processes, contemporary and historical socioeconomic issues, and the fundamental role that economic forces play in political and social development.
Economics

The programs in economics are designed to provide students with a strong background in economic theory and applied analysis. The department offers majors leading to both the Bachelor of Science and Bachelor of Arts degrees in economics, as well as a minor. The BA degree is designed for students seeking broad preparation in more than a single area and is often combined with second majors in business administration, literature, mathematics, or politics and government. The BS degree is designed for students with outstanding quantitative skills or those with an interest in graduate study in economics or applied mathematics.

The Economics faculty is known for its scholarship and for its commitment to undergraduate teaching. The department offers challenging courses that are popular with economics majors and non-majors alike. This popularity can be attributed not only to the depth of knowledge of the professors, but also to their superb teaching skills. Department faculty members take an active role in academic advising of students from many areas of the University and in other important University and community affairs.

Requirements for the Major

Bachelor of Arts Degree
1. Completion of a minimum of nine units in the Department of Economics, to include
2. 170, 374, 375, 376 and 411;
3. Four electives at the 200-level or above, at least one of which must be 300-level or above;
4. Math 271 (or an equivalent statistical methods course with approval of the Economics Department).

Bachelor of Science Degree
1. Completion of a minimum of nine units in the Department of Economics, to include
2. 170, 374, 375, 376, 391 and 411;
3. Three electives at the 200-level or above, at least one of which must be 300-level or above;
4. Math 271 (or an equivalent statistical methods course with approval of the Economics Department);
5. Calculus through multivariate, Math 221.

Requirements for the Minor
Completion of five units from the Economics Department to include:
1) ECON 170;
2) Four 200-level or above electives, to include at least one course at 300-level or above.

Notes for Majors and Minors
1. ECON 170, Contemporary Economics, includes both Principles of Macroeconomics and Principles of Microeconomics. Students who have received either transfer or AP credit for either Principles of Macroeconomics or for Principles of Microeconomics are expected to begin their economics studies with ECON 170, Contemporary Economics. Students affected by this policy, who prefer to begin their studies at a higher level, may petition the Economics Department.
2. With prior approval from the Economics Department, one unit of ECON 495/496 may be counted toward the electives.

3. ECON 162 and 221 may not be counted toward the BA or BS or the minor in Economics if they are used to fulfill university core requirements.

4. A GPA of 2.0 is required for the major or minor. Only courses for which the student has received a C or better can count for the major or minor.

5. The Economics Department reserves the option of not applying courses more than 6 years old to a major or minor.

6. At least four units of Economics in the major, or three units of Economics in the minor, must be completed at Puget Sound.

7. Students who study abroad may apply two approved courses toward their Economics major.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

162 Introduction to International Economic Studies This course is designed to develop an understanding of complex international issues, systems and relationships using economic analysis. The following topics are considered: opportunity cost, the market mechanism, alternative economic systems (capitalism, socialism, etc.), efficiency, equity, market failure, government failure, economic growth, sustainable growth, international trade and finance, global macroeconomic interdependence, and economic integration. Each of these topics is developed in theoretical terms and then considered in relation to a variety of current and/or historical examples drawn from the international arena. After completion of this course students should have developed basic skills of economic modeling; have become familiar with international economic, political, and, to some extent, cultural institutions and systems; and be better able to understand and evaluate policy alternatives in the international sphere. Satisfies the International Studies core requirement.

170 Contemporary Economics This course is a one semester introduction to economics covering topics in both micro and macroeconomics. Topics in microeconomics include the functioning of the market system and theories of consumer and business decision-making in a world of limited resources. The concepts of opportunity cost, efficiency, and market failure are developed as well as consideration of the wisdom and efficacy of government intervention in the market process. Topics in macroeconomics include the theory of national income determination and the associated concepts of inflation and unemployment. Fiscal and monetary policy and the institutions through which those policies are carried out are also developed. An introduction to international trade theory and foreign exchange markets complete the course. Satisfies a Society core requirement. Students who have received credit for either ECON 175 or ECON 176 will not receive credit for ECON 170. See Note #1 above.

218 American Economic History This course utilizes the tools of elementary economic analysis to explain basic issues in American economic history. In general, the course is organized chronologically. The course begins with discussions of the colonial and revolutionary periods, then continues with analysis of banking development, slavery, the Civil War, and industrial and labor market changes in the later nineteenth century. The course concludes with an analysis of the causes and effects of the Great Depression. Prerequisites: ECON 170 or permission of the instructor. Offered every other year; offered Fall 2002.
Economics

221 History of Economic Thought The development of economic thought from late eighteenth century to the present. The relation of economic thought to other social, political, and scientific thought is emphasized. The class focuses primarily on seven major figures in the history of economic thought: Smith, Ricardo, Mill, Marx, Marshall, Veblen, and Keynes. Readings are from original and secondary sources. Satisfies the Historical Perspective core requirement.

231 The Economics of Money and Banking This course examines the role of money in a modern economy. The focus is on the role of money and financial institutions. Topics covered include interest rate determination, asset and liability management, the role of the Federal Reserve System, and the importance of monetary policy in the macroeconomy. Prerequisites: ECON 170 or permission of the instructor.

232 The New Economy: The Impact on Economic Choice and Policy This course introduces students to several important topics involving the New Economy, especially what is "new" about the New Economy. The course explores key questions, such as whether the economic benefits of current productivity improvements are likely to match those of earlier technological innovations, and what this might imply about the trade-off between inflation and unemployment. Can the business and economic community continue to expect higher productivity and real interest rates, as a result of the New Economy? Policy questions concerning savings, social security, and technology are addressed. Other topics include compounding and discounting, financial valuation models, and the return on investment in human capital. Prerequisite: ECON 170 or permission of the instructor.

241 Urban Economics The tools of microeconomics are applied to the urban sector of the economy. The course begins with an analysis of why and where cities have developed. The second part of the course explores the internal structure of urban areas, market failures in cities, and public policies for remediation. Some of the topics discussed include location theory, urban growth and development, income and poverty, local public goods, housing problems and policies, and transportation systems. Prerequisites: ECON 170 or permission of the instructor.

242 Comparative Economic Systems This course compares economic systems in theory and practice using a threefold framework: identification of the structure of economic systems, examination of economizing behavior, and study of performance. The systems that are covered are the United States, the European Union, Eastern Europe, Russia, and Japan. Prerequisites: ECON 170 or permission of the instructor. Offered every other year; next offered 2003-2004.

252 Gender and the Economy This course is an analysis of changing roles of women, using theoretical and empirical tools of economics. Topics include work and family issues, the labor market, occupational segregation, and discrimination. Although the primary focus is on women in the U.S., this course devotes a substantial amount of time to issues related to women from other countries. The students gain an understanding of what the economy and economic policy can do, how they can affect men and women differently, and how economic policy can lead to greater gender (in)equality. Prerequisite: ECON 170 or permission of instructor. Offered Spring 2003.

261 Public Finance and Tax Policy This course presents an overview of the theory and practice of public sector economics in the United States. Topics that receive special attention include the government expenditure and social welfare policies, federal-state-local tax principles and policy, government budgets and deficit finance, and issues associated with public finance in a federal system. Prerequisites: ECON 170 or permission of the instructor. Offered every other year; offered Fall 2002.
314 Economic Growth and Development  An introduction to the economic analysis of under-
development. Topics include poverty, inequality, trade, industrialization, population growth, rural
development, and rural-urban interactions. Much of the course is devoted to the examination of
the economic organization of peasant communities. Emphasis is placed on how markets do, or do
not, function in the context of high transactions costs and information problems. The appropri-
ate role for the state and the emergence of informal institutions as market substitutes are consid-
ered in this context. Case studies are drawn from throughout the developing world. Prerequisite:
ECON 170 or permission of the instructor.

322 Economics and Philosophy  The course examines the relationship between economic theory
and contemporary philosophy. The first part of the course is concerned with the connection be-
tween economics and epistemology (theory of knowledge) and the second part with the relation-
ship between economics and ethics (moral philosophy). Prerequisites: one course in Economics and
one course in Philosophy, or permission of instructor.

325 Environmental and Natural Resource Economics  This course develops the theory and
methods of environmental and national resource economics. Topic areas include environmental
valuation, instances of market failure, and environmental policy responses to remedy misallocation
of resources. Prerequisite: ECON 170 or permission of the instructor.

330 Law and Economics  The major focus of this course is on the application of microeconomic
tools to legal issues. The course considers the general issues of legal analysis and microeconomic
theory as applied especially to the areas of tort, property, and contract law. Prerequisite: ECON
376. Offered every other year; offered Spring 2003.

335 Modern Labor Economics  This course is devoted to a microeconomic analysis of the labor
sector in the U.S. economy. The emphasis is on the allocation and distribution of time as an eco-
nomic resource. Topics to be discussed include demand for labor, supply of effort, non-market
time allocation, market imperfections, human capital theory, and models of wage determination.
Prerequisites: ECON 170 or permission of the instructor. Offered every other year; not offered

351 Industrial Organization, Antitrust Law, and Government Regulation  The meaning and
significance of competition is developed from a variety of theoretical perspectives with particular
emphasis on the dynamic nature of competition. The activities of business firms in various mar-
ket settings (competitive, monopolistically competitive, oligopolistic, and monopolistic) are anal-
yzed. The theory of the firm and game theoretic models are used to understand the strategic
aspects of firm behavior. The impact of firm behavior on social welfare is developed. Substantial
emphasis is placed on understanding the theoretical and empirical basis of support for and critique
of antitrust law and regulation. Prerequisite: ECON 170 or permission of the instructor. Offered
every other year; offered Fall 2002.

371 International Economics  This course surveys the theories, issues, and controversies in con-
temporary international economics. Topics that receive special attention include theories of inter-
national trade, analysis of the allocative and distributive effects of trade on economic systems, and
tools of protectionism, analysis of regional economic integration, exchange rate determination,
and theory and policy aspects of international payments imbalances. Prerequisites: ECON 170 or
permission of the instructor.
374 Introduction to Econometrics The application of statistical techniques to the analysis of economic questions. Students learn the tools of regression analysis and apply them in a major empirical project. Emphasis is placed on the design and interpretation of regression analysis. Prerequisites: ECON 170, a 200-400-level Economics course, and MATH 271.

375 Intermediate Macroeconomic Theory The basic principles of national income determination are studied from a theoretical perspective. Various models of macroeconomics are analyzed with emphasis on effects of monetary and fiscal policy. Particular emphasis is placed on understanding the causes and consequences of unemployment, inflation, and economic growth. Prerequisites: ECON 170 or permission of the instructor.

376 Intermediate Microeconomic Theory This course develops and extends the methods of microeconomic analysis. Topics include consumer-choice theory, models of exchange, the theory of the firm, pricing models, and general equilibrium analysis. Prerequisites: ECON 170 or permission of the instructor.

380 Game Theory in Economics Game theory is a technique for modeling and analyzing strategic decision-making processes in a world of interdependence. Game theoretic techniques are based on strategic interdependence, recognizing that an individual entity's payoff is dependent on the actions of others including consumers, producers, and regulators. The major focus of this class is to introduce and develop the tools of game theory for application to a variety of economic topics including auctions, investment decisions, competitive behavior, trade, and environmental negotiations. Prerequisite: ECON 376 or permission of instructor. Offered every other year; not offered 2002-2003.

386 Managerial Economics This course develops those tools of economic analysis most useful to business managers. Topics include demand estimation and forecasting, demand analysis, production and cost analysis, the theory of the firm, theory of market structures, industrial organization and competitive analysis, capital budgeting and risk analysis, and strategic planning. Applications of microeconomics to practical business problems in strategic planning is emphasized. Prerequisites: ECON 170, statistics, and one semester of calculus. Offered every other year; not offered 2002-2003.

391 Mathematical Economics This course applies calculus and linear algebra to the analysis of microeconomic and macroeconomic theory. The tools of mathematical optimization and programming are developed with direct application to the analysis of the problems of consumer behavior, the theory of the firm, general equilibrium, and aggregate economic analysis. Prerequisites: ECON 375, 376, and MATH 221.

411 Senior Research Seminar This senior seminar is an advanced study of current topics in economic theory and policy. Students propose an independent research project and undertake a senior thesis as part of the requirements for completion. Prerequisites: ECON 170, 375, 376 or permission of instructor. May be repeated for credit.

495/496 Independent Study

497/498 Internship Work experience related to an academic program in economics. Actual placements are determined by mutual agreement between the student and department faculty. Prerequisite: approval of the Internship Coordinator (see description on page 229 of this Bulletin).
Education

EDUCATION

Professor: Grace Kirchner; Christine Kline; Carol Merz, Dean; John Woodward
Clinical Professor: Margaret Setchfield
Associate Professor: Terence Beck
Assistant Professor: Julian Edgoose; Frederick Hamel; Amy Ryken
Instructor: Elizabeth Gast; Barbara Holme; Patricia Houghton; Jennice King

About the School
The School of Education engages in the preparation and continuing development of competent professionals in education. It offers undergraduate students of the University guidance and instruction leading to careers in elementary and secondary school teaching, including the selection of majors and minors to meet special interests, and offers professional courses that prepare the student for admission to the Master of Arts in Teaching program. The School of Education also offers the Master of Education degree in school administration that qualifies experienced teachers for a Principal's certificate; and in Counselor Education that qualifies graduates for the Educational Staff Associate Certificate in school counseling. Information on these programs appears in the Graduate Bulletin.

The School of Education at the University of Puget Sound is accredited by the National Council for Accreditation of Teacher Education, a specialized accrediting body recognized by the United States Department of Education. Programs leading to professional certification of teachers, principals, and counselors are approved by the Washington Board of Education.

Students wishing to pursue Teacher Certification should contact the School of Education or Office of Admission for information on the Master of Arts in Teaching program.

Master of Arts in Teaching
The School of Education offers teacher certification as part of a Master of Arts in Teaching program for students who have completed a liberal arts baccalaureate program. Students preparing to enter the MAI program for secondary teaching should major in an endorsable area (see list of endorsements in this section). All students preparing to enter the MAT program should complete the following prerequisite courses: EDUC 411, 412, and 413. Teacher certification is not offered at the undergraduate level.

Endorsements
Students interested in teaching should complete a major for an endorsement in a teaching field. Students are strongly encouraged to acquire a second endorsement through a minor or additional study. Information on essential areas of study in each endorsement is available through the School of Education, academic departments, Office of Admission, or Office of Academic and Career Advising.
Education

Following is a list of available endorsements offered by the University and approved by the State of Washington.

<table>
<thead>
<tr>
<th>Art</th>
<th>Elementary Education</th>
<th>History</th>
<th>Music-Instrumental</th>
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<tbody>
<tr>
<td>Biology</td>
<td>English</td>
<td>Japanese</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Chemistry</td>
<td>English/Language Arts</td>
<td>Mathematics</td>
<td>Physics</td>
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<tr>
<td>Chinese</td>
<td>French</td>
<td>Middle School</td>
<td>Science</td>
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<tr>
<td>Computer Science</td>
<td>German</td>
<td>Music-Choral</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Drama</td>
<td>Health</td>
<td>Music-General</td>
<td>Spanish</td>
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<tr>
<td>Earth Science</td>
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Students must have a cumulative grade point average of 2.5 or higher in each endorsement area.

**Continuing and Standard Certification Preparation**

The University of Puget Sound offers both academic and professional coursework which can be used to meet the requirements established by the State of Washington for the issuance of Continuing Certification or Standard Teaching Certificate.

Complete details about the Continuing Level or Standard Certificate Program requirements can be obtained by contacting the Certification Advisor in the School of Education.

For information concerning graduate programs in Education, including teacher certification, see the Graduate Bulletin.

**Title II Reporting**

Institutional information required by Section (f)(2) of Title II of the Higher Education Act is available from the School of Education or on the web site, http://www.upws.edu/education/.

**Course Offerings**

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

411 **Schools in American Society**  This course examines the nature and functions of contemporary American schooling as a social institution. Through readings, field observations, and class discussions, the following questions are specifically addressed: What are schools for? What do schools do? How are schools governed and financed? What should schools do? The course is intended for both prospective teachers and for students who are interested in examining critically one of the key institutions that serves to shape the American character. Required for admission to MAT.

412 **Development and Diversity**  Models, theories of human learning and development and learning styles are explored. Implications of current and past theories are discussed to stress their implications for effective teacher-learning practices. Required for admission to MAT. **Prerequisite:** EDUC 411 or concurrent enrollment.

413 **Classroom Teaching and Learning**  This course is designed to explore assumptions and beliefs regarding teaching and learning and to consider the ways scholars of different persuasions have approached them. The course explores ways in which teaching methodologies, classroom management, and curriculum issues interface. Required for admission to MAT. **Prerequisites:** EDUC 411 and 412, or concurrent enrollment. Offered only in Spring and Summer terms.

418 **Comparative Education**  A society defines many of its aspirations and its deepest values in the schooling it creates for its youth. Consciously and unconsciously systems are built by which young people will be shaped to assume adult roles. This course examines social and economic characteristics, conflicts, and inconsistencies in societal value systems as they are revealed in the schools of selected countries. Satisfies the Comparative Values core requirement. Offered Fall 2002.
ENGINEERING, DUAL DEGREE PROGRAM

Director: Kristi Hendrickson, Physics

Committee: Kenneth Rousslang, Chemistry; Kristi Hendrickson, Physics; Carol Smith, Mathematics and Computer Science; Mike Valentine, Geology

About the Program

To meet the educational needs of students interested in becoming engineers and who also want a significant liberal arts component to their educations, the University of Puget Sound has responded with a Dual Degree Engineering Program. Students in the program, which is administered by a Dual Degree Engineering Advisory Committee in the science/mathematics departments of the University, spend their first three or four years taking a course of study prerequisite to engineering. Qualified students then transfer to one of the institutions with which the University has an agreement and complete an additional two years of study in professional engineering courses. Upon successful completion of the required coursework at both institutions, the student receives two bachelor degrees, one from the University of Puget Sound for the core and major covered by our coursework, and the second from the Engineering School in the discipline covered by their coursework. Should the student not transfer at the end of three years, he or she would simply complete the Bachelor of Arts or Science degree in a selected discipline at the University of Puget Sound.

Currently the University has entered into agreements with the Engineering schools at Washington University (St. Louis), Columbia University, Duke University, and the University of Southern California. Many of our students transfer to other institutions as well.

Students should be aware that entrance to an engineering school for some institutions is on a competitive basis and will require academic standing at a sufficient level to gain admission after undergraduate preparation has been attained—similar to medical school and law school admissions. Students interested in learning more about the program are invited to contact Professor Kristi Hendrickson, the Dual Degree Engineering Coordinator.

To obtain a degree from the University of Puget Sound, the Dual Degree Engineering student must complete at least 16 units in residence and have credit for 24 units prior to transferring to an engineering school. These units must cover Puget Sound core requirements and the courses needed to fulfill the requirements of the student’s major. In order to meet the 32 units required for graduation, up to eight units of engineering credit are accepted as elective coursework towards the student’s degree at Puget Sound. Credits for core requirements may not be transferred back from the Engineering School.

In addition, to qualify for entry into an engineering school, the student must complete specific coursework that the engineering school requires. Most students fulfill much of this coursework in completing a major at Puget Sound. Whether they fall within the major or not, the student must complete the following:

Chemistry*

2 units

110, Fundamentals of Chemistry

230, Chemical Analysis and Equilibrium
Computer Science
1 unit
161, Introduction to Computer Science, or equivalent

Mathematics*
5 units
121/122, Calculus and Analytic Geometry I, II
221, Multivariate Calculus
232, Linear Algebra
301, Differential Equations

Physics
2 units
121/122, General University Physics, I, II

Recommended for Electrical Engineering
PHYS 221/222, Modern Physics I, II
PHYS 231, Circuits and Electronics
PHYS 232, Digital Electronics & Computer Hardware

Recommended for Chemical Engineering
CHEM 250/251, Organic Chemistry I, II
CHEM 340, Physical Chemistry

Note: Some of the affiliate schools have particular course requirements that must be met. These can usually be satisfied by careful selection of core and major coursework. Information about affiliates is available on the Dual Degree Engineering Program website: http://www.ups.edu/ddep. Students should work closely with Dual Degree Engineering Advisory Committee members to insure that all requirements are met.

*Students with sufficient background and preparation in high school chemistry and calculus may test out of Chemistry 110 and/or Mathematics 121/122.
Professor: Barry Bauska (on leave Fall 2002); Michael Curley, University Professor of English Literature; Denise Despres; Robert Garrant (on leave 2002-2003); Peter Greenfield, Chair; Hans Ostrom; Susan Resneck Pierce; Florence R. Sandler

Associate Professor: Michele Birnbaum (on leave 2002-2003)

Assistant Professor: Julie Christoph; Priti Joshi (on leave 2002-2003); Casey Kile; J. David Macey

Visiting Assistant Professor: Matthew Davis; Stephanie Johnson; Bryan Tomasovich; Alison Tracy

Instructor: Beverly Conner, Keith James; Julie Neff-Lippman; Ann Putnam; Mary Turnbull

About the Department

The English Department aims to promote critical thinking, historical understanding, and effective communication through the study of literature and writing. Students majoring in English gain a solid foundation in the British and American literary traditions. Courses in writing and in literary and rhetorical theory enhance students' ability to analyze the writing of others, and to communicate clearly and persuasively while writing for a variety of purposes and audiences. English courses provide students with an enduring humanistic education, as well as the analytical skills and writing ability in demand throughout society. English majors go on to graduate study in English, education, law and other disciplines, and also to careers in business, journalism, and government.

English majors choose from three emphases. Students who pursue the Literature emphasis learn to analyze complex texts, and to see the world as writers or other times and cultures view it. Students who choose the emphasis in Creative Writing refine their own writing in courses on poetry, short fiction, nonfiction prose, and playwriting. The Writing, Rhetoric and Culture emphasis combines courses in composition and rhetorical analysis with an internship program, in which students gain experience in fields like journalism, public relations, and technical writing.

Language Requirement

The English Department strongly urges its majors to obtain speaking and writing competence in a foreign language. Students who satisfactorily complete two years of college-level language study (or its equivalent) are eligible to have "English Department Foreign Language Option Fulfilled" printed on their official permanent academic record. This acknowledgment is determined during the degree clearance process. Students who have fulfilled this requirement at another college or university must present their transcripts to the department's transcript evaluator at least three months prior to the date of their graduation.

Requirements for the Major

I. Introduction to English Studies: ENGL 210

II. Breadth requirement: 3 courses from ENGL 221-226, 340-345

III. Alternative Voices or Traditions: 1 course from ENGL 390, 391, 474, 475, 478, 481, 483, 484, 485; ENGL 360 or 470 when the majority of the course content concerns alternative voices or traditions.
IV. Elective: 1 course in English at the 300-level or above (excluding courses that count for the university core).

V. 4 additional units in one of three emphases:

A. Creative Writing
   1. Introductory Creative Writing: 2 units from ENGL 202, 203, 306
   2. Advanced Seminars in Creative Writing: 2 units from ENGL 402, 403

B. Literature
   1. Author, genre, or history of criticism: 1 unit from ENGL 340-360
   2. Literature seminars: 3 units from ENGL 440-489

C. Writing, Rhetoric and Culture Emphasis
   1. Creative Writing/Autobiography: 1 unit from ENGL 202, 203, 234, 306, 308
   2. Writing and Culture: 1 unit from ENGL 300, 301, 307, 345, 388, 390, 391, 474, 475, 477, 485
   3. Advanced Rhetoric: 1 units from ENGL 401, 405, 477, 492
   4. Writing Internship: ENGL 497

VI. One of the 10 units taken for the English major must be a course in literature before 1800 (includes ENGL 221, 222, 224, 350, 351, 440, 441, 443, 446, 483; ENGL 360 or 470 when the majority of the course content is pre-1800)

Requirements for the Minor

I. Literature Surveys: 2 units from ENGL 221-226.

II. Three additional units in English at the 200-level or above, one of which must be a writing course.

Please Note

1) The student must have a grade of C- or above in each course applied to a major or minor.
2) The student must have a grade point average of at least 2.00 in all courses applied to a major or minor.
3) At least four units of the major, or three units of the minor, must be completed at Puget Sound.
4) There is no time limit on courses applicable to an English major or minor.
5) All 400-level literature courses (ENGL 440-489) demand reasonable preparation for satisfactory performance. The minimum prerequisite is either completion of the relevant survey (ENGL 221-226) or permission of the instructor.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

101 Freshman Seminar in Writing The course offers extensive and intensive practice in writing and revising expository prose. Although the texts and topics of the seminars vary, all of the seminars involve critical thinking and concentrated work on the process of developing persuasive essays. Each seminar is limited to 17 students and involves frequent student-teacher conferences. Satisfies Communication 1 core requirement. This course may be taken only once for credit.
201 Intermediate Composition  An intensive writing course for students who have writing competency as demonstrated by the achievement of at least a "B" in ENGL 101 or by other arrangement with the department. This course gives attention to analytical thinking, the rhetorical situation, the writer's responsibilities, and the revising and editing process. Prerequisite: ENGL 101.

202 Introductory Creative Writing: Fiction  This course offers an introduction to the theory and practice of writing short fiction. Students write several short stories and present them to the class in a workshop format. The class also involves the reading and analysis of British, Irish, American, Canadian, and Continental short stories.

203 Introductory Creative Writing: Poetry  This course offers an introduction to the theory and practice of writing poetry. Students write poems and present them to the class in a workshop format. The class also involves the reading and analysis of British, Irish, Canadian, and American poetry from several literary periods. Students may also be required to attend poetry readings on campus.

205 Biography/Autobiography  In this course students examine biography and autobiography as forms of literature, focusing on the writer as subject and the problem of objectivity. Students write both analyses of others' biographies and autobiographies of their own. Not available in the curriculum until 2003-2004.

210 Introduction to English Studies  This course serves as an introduction to the English major; as such it provides a broad basis for the study of literature through reading, analyzing, and writing about a variety of literary and non-literary texts. Through close readings of poetry, fiction, drama, memoirs and film, as well as literary criticism, students develop a critical vocabulary and interpretative frameworks for further reading and writing about literature. Students are also introduced to basic literary research tools. Course content varies by instructor. Required of all majors.

220 Introduction to Literature  This course examines literature as a particular kind of human creative expression by examining novels, short stories, plays, and poems. To gain further insight into how all these literary texts affect the way we understand our world, students also attend a play, write a short story or poem, or attend readings by writers. Satisfies the Fine Arts core requirement.

221 Survey of British Literature I: Medieval To Renaissance  This course surveys British literature from its beginnings through the Renaissance. Students examine the traditions and genres as well as the cultural and historical contexts of literary works and sharpen their skills in literary analysis. Among the writers discussed are the Beowulf-poet, Chaucer, Margery Kempe, Malory, Spenser, Shakespeare and Milton.

222 Survey of British Literature II: Restoration to Romanticism  This course provides a survey of British literature from 1600 to 1837, a period that witnessed the beginnings of Enlightenment consciousness, the rapid expansion of the British Empire, and the revolutions that gave birth to our modern political order. In the context of scientific progress, the ethical imperatives of commerce, and revolutionary upheaval, students examine selected poetry, drama, and prose from the age in order to understand the historical and cultural development from Neoclassicism to Romanticism.

223 Survey of British Literature III: From Victoria to the Present  The literature of Great Britain and Ireland from the reign of Victoria to the present. Writers such as Tennyson, Browning, Dickens, Yeats, Joyce, Woolf, Gordimer, and Heaney are read against the social and cultural issues of their time.
224 Survey of American Literature I: Beginnings to Civil War  This course offers a survey of American literary history from its putative "beginnings" to the mid-nineteenth century. Interpreting literary works within their historical contexts, this course introduces students to a wide range of genres (such as poetry, the captivity narrative, the romance, the novel, and the manifesto) and cultural movements (such as Puritanism, the American Renaissance, Transcendentalism, sentimentality, and reform).

225 American Literature II: Realism to the Present  This course surveys American literature from the late nineteenth century to the present. Students examine various genres and literary movements, from American literary realism to postmodernism, and interpret works within their cultural and historical contexts.

226 Survey of Literature by Women  This survey course explores the tradition of literature by women from the medieval period to the present. Students examine the patterns, themes, and purposes of women's literature, attending to the way the writing supports or subverts western traditions. Writers discussed include such figures as Kempe, D'Angouleme, de Lafayette, Behn, Austen, Beecher Stowe, Eliot, Woolf, Hong Kingston, and Morrison. Not available in the curriculum until 2003-2004.

230 Literature of the Human Experience  A seminar in reading, writing, and thinking that looks at experience through a variety of human lenses: race, gender, class, sexual orientation, religion, place, time, or culture. The course allows the student to examine his or her own identity through the study of works that have been paired or clustered to bring out divergent points of view. Satisfies the Humanistic Perspective core requirement.

234 Autobiography/Biography: The Self as Hero  In this course the student examines autobiography and biography as forms of literature, focusing on the writer as subject and the problem of objectivity. Special consideration is given to the ideas of what the writer wishes to reveal about himself or herself in autobiography. Satisfies the Humanistic Perspective core requirement. Not available in the curriculum after 2002-2003.

235 Literature by Women  This survey course explores the tradition of literature by women from the Medieval period to the present. Students examine the patterns, themes, and purposes of women's literature, attending to the way the writing supports or subverts western traditions. Writers discussed include such figures as Kempe, D'Angouleme, de Lafayette, Behn, Austen, Beecher Stowe, Eliot, Woolf, Hong Kingston, and Morrison. Satisfies the Humanistic Perspective core requirement. Not available in the curriculum after 2002-2003.

236 Literature and the Quest for Personal Identity  This course looks at the way that the theme of the individual's quest for identity has been stated in a wide variety of cultural contexts over time. Beginning in classical antiquity, and following the theme down to the present day, the class reads each work as a unique expression rooted in time and place, but also one that gives voice to enduring human aspirations towards self-realization. Satisfies the Humanistic Perspective core requirement.

237 Popular Literature  This course studies mystery stories, romance, westerns, counter-culture literature, propaganda, and science fiction. The course examines how popular literature draws upon a rich and complex tradition of theme, genre, language, character. Offered on an occasional basis; not offered 2002-2003.
English

239 Loss and Renewal: American Voices, American Identity This course takes as its starting point the question, “What constitutes an American identity?” By reading texts from a variety of genres and cultural perspectives, the course explores the themes of community, loss and identity. In what ways can these most central of human experiences be viewed as distinctly American? Commencing with the Declaration of Independence, the course traces an emerging American identity as it is articulated by figures central to American culture. Satisfies the Humanistic Perspective core requirement.

255 Introduction to Shakespeare This is an introductory study of Shakespearean drama intended primarily for non-majors. It is meant to acquaint students with the historical setting within which Shakespeare wrote, to stimulate students to examine closely the wealth of language and ideas in Shakespeare’s dramatic universe, and to encourage students to go beyond plot, character, and setting to the development of an analytical and critical attitude. Satisfies the Humanistic Perspective core requirement.

267 Form and Perspective: Literature as Art This course offers study and practice in reading, interpreting, and responding critically to the literary text as a work of art. Organized by theme or topic, the course focuses in depth on the technique and method of literary expression in order to gain understanding of how form gives perspective to the artist’s material. The course centers on texts drawn from the novel, the novella, the short story, drama, poetry, or a combination of these genres. Satisfies the Fine Arts core requirement.

300 Writing Beyond the Academy This course explores how professional writing communities define themselves, their audiences, their documents, and their purposes in writing. Students read contemporary rhetorical theory related to composing in non-academic discourse communities—including technical, business, and computer-based communities—and learn how to adapt texts to reach a variety of audiences. Students write about, participate in, and observe the composing practices of a wide range of professional writers. Prerequisites: ENGL 101 and one other writing class.

301 Writing and Rhetoric Through the lens of contemporary rhetoric, students examine the nature of writing as a rhetorical act and apply that understanding to a variety of writing projects. The course covers the symbolic and persuasive uses of language, the roles of writer and reader, and the rhetorical foundations for evidence and proofs in writing. The course includes readings, writing workshops, and extensive revision.

306 Playwriting This course focuses attention on the playwright as a maker and shaper of works for the theatre through an exploration of various approaches to playwrighting, as well as the study of significant contemporary American plays and playwrights. This course considers sources of inspiration for plays, strategy, plotting, characterization, and style. At the end of semester, students present workshop performances of short plays. Crosslisted as THTR 306. Prerequisite: One of the following: THTR 275, 371, 373,375; ENGL 341, 351, 353, or permission of instructor.

307 Writing and Culture This course offers an introduction to the theory and practice of writing about culture. Students read and write about a wide variety of cultural artifacts—including art, concerts, dance, theatre, and literature—as well as explore how disciplinary and technological cultures affect writing. Through reading related texts, visiting cultural events, and writing about their own readings and experiences, students explore how cultural identity and cultural definitions are used and formed. Students are required to attend a wide range of cultural events, complete
English

weekly writing assignments, and read a variety of genres in contemporary periodicals and books. Prerequisite: ENGL 101. Credit for ENGL 307 will not be granted to students who have received credit for ENGL 208. Offered Fall 2002.

308 Literary Nonfiction Students enrolled in this course have an opportunity to study the techniques of expert non-fiction prose writers and to write a wide variety of literary essays exploring those techniques. Writers of literary non-fiction are scrupulous observers, fact-gatherers, and interpreters in prose. Writing assignments include topics such as the natural world, biography or profile, childhood memories, and cross-cultural experience and travel. Readings include essays by master non-fiction writers such as Henry Adams, Barbara Ehrenreich, Edmund Wilson, Lewis Thomas, Loren Eiseley, Stephen Jay Gould, Tracy Kidder, Joan Didion, or E.B. White. Prerequisites: ENGL 101 and one other writing class.

340-343 Literary Genre In these four courses, literature is studied according to its major types or classes: poetry, fiction, drama, non-fiction such as autobiography/biography, and the literary essay. The formal and the technical aspects of each type; its conventions and its development as modern literature.


342 Literary Genre: Prose (Fiction) Offered Spring 2003.


344 The History of Literary Criticism Beginning with antiquity and ending with our own postmodern moment, students familiarize themselves with the concepts and stakes of the critical tradition. Areas to be covered may include Classicism, Neoclassicism, Romanticism, New Criticism, Reader-Response, Marxism, Psychoanalysis, Structuralism, Post-Structuralism, Cultural Criticism, and New Historicism. Credit for ENGL 344 will not be granted to students who have received credit for ENGL 490. Offered Fall 2002.

345 History of the English Language A study of the phonology, vocabulary, and grammar of the English language, tracing it from its Anglo-Saxon roots to its modern status as a world language. Language change is examined in the context of cultural change, and the course may investigate such contemporary concerns in linguistics as theories of grammar, dictionary usage, and bilingual education. Students who have received credit for ENGL 304 may not receive credit for ENGL 345. Offered every other year; offered Fall 2002.

350 Chaucer A general introduction to the major and some of the minor poetry of Chaucer. Students are taught to read Middle English at an early stage in the course so that the poems can be easily read in Chaucer's own words. The literature is seen against the rich and complex backdrop of fourteenth-century war, politics, social struggle, and cultural development. Offered every other year; not offered 2002-2003.

351 Shakespeare A study of Shakespeare's plays (6-10) and selected criticism. Close and critical reading emphasizes the metaphorical power of Shakespeare's poetry, the rhythms established within character and plot, the patterns of imagery, the symbolic actions that reinforce theme and story line, the practical considerations of stagecraft, and the emergence of dominant ideas.
353 Shakespeare the Dramatist  The aim of this course is to remind the students that Shakespeare was a great dramatist as well as a great poet and to show students that his plays are still exciting and dynamic as theatre. The course is structured, therefore, around the Shakespeare plays that are in production at the time of the course. Five or six plays are selected. London provides the visiting student with many opportunities to see Shakespeare's plays performed well. A visit to Stratford-upon-Avon and to its Shakespeare Memorial Theatre is also included. Offered only as a part of the ILACA London program. Crosslisted as THTR 353.

360 Major Authors  This course studies in depth the works of selected major writers. Although the focus is on the works themselves, authors’ biographies, their place in literary history, and their influence on later writers are also examined. Indirectly, the course also investigates the process whereby certain writers gain “major” status. Examples of writers studied are Woolf, Dickinson, Wordsworth, Faulkner, the Brontës, Melville, Yeats, and Dostoevski. Sometimes the course studies two writers whose careers are significantly related. May be repeated for credit.

373 Nineteenth and Twentieth-Century Novel  Using five classic novels this course examines the “Englishness” of each work and then compares and contrasts the works, developing an awareness of the different fictional styles, techniques and considering the nature of the narrative. Taught only as a part of the ILACA London Program.

375 The Harlem Renaissance  This course examines the renaissance of African-American literature which—for the most part—emerges from the “cultural mecca” of New York’s Harlem in the 1920s and 30s. Students explore the comparative aesthetic, racial, and political issues raised by these texts, and analyze the literature more generally in the context of the Harlem Renaissance cultural movement, which included music, drama, and the visual arts. Does not count toward English major core requirements. Satisfies the Comparative Values core requirement. Cross-listed with African-American Studies. Offered Fall 2002.

377 Literature in a Changing World Order  This course explores the break-up of the British colonial empire of the nineteenth and twentieth centuries as reflected in literature and criticism. Satisfies the Comparative Values core requirement. Offered every other year; offered Spring 2003.

388 Narrative in Literature and Film  The course examines the theory and practice of narration comparatively by studying important works of fiction and the films that have adapted those works to the screen. Questions the course pursues include the following: What notions concerning narrative structure do novelists and film-makers share? How can we study a medium of text to enhance our understanding of a medium of light and sound — and vice versa? What constitutes a successful “adaptation,” and what aspects of fiction cannot be filmed? One aim is to enrich an understanding of narrative art by applying narrative theory to works of literature and film. Another aim is to experience compelling, enduring stories in different incarnations. The course includes such works of fiction (and their film adaptations) as Sense and Sensibility, To Kill a Mockingbird, The Maltese Falcon, The Color Purple, Dr. Jekyll and Mr. Hyde, Oliver Twist, All Quiet on the Western Front, and Heart of Darkness. Not offered 2002-2003.

390 Literature and History in the Civil Rights Era  This team-taught course focuses on one of the most volatile historical and literary periods of the twentieth century, the civil rights era. Rather than being structured as a serial chronology or a straight literary history, the course focuses on five representative points that function as charged moments of both historical and literary significance: Brown v. Board of Education; Martin Luther King’s Jailing in Birmingham; the Watts Riot; the Black Power/Black Arts Movement; and the Bakke Decision. Students’ readings and
assignments engage the complex, sometimes contradictory, literary, legal, and political responses to these resonating events and hone students' skills in both historical interpretation and analysis of literary representation. Crosslisted as HIST 378. Not offered 2002-2003.

391 Studies in Lesbian and Gay Literature  This course examines the development, reception, and influence of lesbian and gay literature in English during the twentieth century. Students read representative literary and theoretical texts that investigate the complex interactions of sexuality, gender, class, race, and ethnicity in the literary representation of lesbian and gay experiences. Special attention is paid to the cultural factors that have influenced and constrained the development of lesbian and gay literatures, as well as to the questions of canonicity, authority, and audience that continue to inform their interpretation. Discussion may focus on a particular genre, a specific group of writers, or a set of issues or thematic concerns common to a number of major literary texts. Prerequisites: ENGL 101 or Writing and Rhetoric Seminar.

401 Contemporary Rhetoric  Designed for advanced students in writing and literature, this course explores issues and questions in contemporary rhetoric. By reading widely in rhetorical theory, students explore contemporary notions of authoring, textuality, and composing processes and apply them to understanding both literary texts and their own work in the academy. Major topics of the course include writing communities, the writing process, the politics of literacy, collaborative writing, and how interactive computer texts are blurring traditional distinctions between reader and author. Prerequisites: ENGL 101 and one other writing course.

402 Advanced Creative Writing: Fiction  This course offers advanced studies in the writing of short fiction. Students write and revise several stories in a workshop format, and they produce an essay that examines their developing notions about the short-story form. The course also includes the reading and analysis of British, American, Irish, Canadian, and Continental short stories, and it involves a study of the theory of short fiction. Prerequisites: ENGL 202 and permission of the instructor.

403 Advanced Creative Writing: Poetry  This course offers advanced studies in the writing of poetry. Students write and revise several poems in a workshop format, and they produce an essay that examines their developing notions about poetry and imagination. The course also includes the reading and analysis of British, Irish, Canadian, and American poetry from several periods and investigates versification and other elements of poetics. Prerequisites: ENGL 203 and permission of the instructor.

405 Writing and Gender  This course explores the dynamics of gender as they are enacted in the processes of writing and publishing texts. Students take historical, interdisciplinary, and contemporary perspectives on the gendered activities of writing and writers and explore how these activities are constrained by their social and cultural contexts. Students read primary rhetorical texts written by both women and men in the nineteenth and twentieth centuries and analyze them in the terms of contemporary theoretical debates on how gender influences the composing process. Specifically, students read interdisciplinary accounts of how gender impinges on writing (including Belenky, Gilligan, and Seidler), historical accounts of shifting notions of the influence of gender on grammar and authorship (including work by Baron, Campbell, Lunsford and Ede), and contemporary theoretical studies of women's language (Heilbrun, Russ) and the men's movement (Seidler). Prerequisites: ENGL 101 and one other writing course. Offered every other year; offered Spring 2003.
440 Studies in Medieval Literature  This upper division course is usually taken by juniors and seniors with some experience in literary and historical analysis. The course explores a breadth of medieval literary genres and writers in a historical context. Thus, this course situates the production of literature in a manuscript culture, asking students to explore the politics of literacy, writing, and audience. This course necessarily negotiates the idea of shifting epistemologies and cultural values. Cultural constructs explored include the idea of courtly love, individualism, gender, authorship, mystical experience, and the conflicting world views of paganism and Christianity. Students are asked to engage these issues in seminar discussion, direct discussion, write abstracts, produce a contextual study on the writer of their choice (a proposal, a selective bibliography, a 7-10 page historical essay, and a 15-20 page interpretive study of the writer and work in context.) Prerequisite: ENGL 221. Offered every other year; offered Spring 2003.

441 Studies in Sixteenth-Century British Literature  The course addresses the work of English writers of the sixteenth century, especially More, the Sidneys, Spenser, Marlowe, and Shakespeare. At different times it focuses on such issues as the consequences of the introduction of the printing press; the status of the poet and the courtier; writing by women; the cult of love and the development of the sonnet; the literature of the "Renaissance" of Humane Learning and the Reformation of the Church; the Bible in English; politics in the Elizabethan drama and epic; and competing styles of comedy and tragedy on the stage. Prerequisite: ENGL 221 or permission of instructor. Offered every other year; offered Fall 2002.

442 Studies in Seventeenth-Century British Literature  The seventeenth century in England saw a split in the political nation and in Protestantism that led to the Civil War, along with major shifts in physical and political science, cosmology and spirituality. In the light of these events, the course looks at the work of the writers of the period (especially Bacon, Donne, Wroth, Herbert, Hobbes, Browne, Milton, Marvell, Dryden, Bunyan, Newton, and Locke), examining such issues as the cultures of the court and the town; the representation of authority in religion, politics and art; the emergence of "modern" perspectives in the physical sciences and the political concept of the individual; the literature of Anglicans, Catholics, Puritans and Quakers; writing by women; the "Metaphysical" poem; the development of Baroque and Classical styles; Jacobean and Restoration drama, and the Miltonic epic. Prerequisite: ENGL 221 or ENGL 222 or permission of instructor. Offered every other year; not offered 2002-2003.

443 Studies in Eighteenth-Century British Literature  This advanced seminar examines British literature from the "long" eighteenth century (1600-1800). The course focuses on poetry, drama, and/or prose in the context of literary, cultural, philosophical, scientific, social, economic, or political movements of the period. Subjects to be investigated may include Enlightenment, Neoclassicism, Sensibility, Early Romanticism, empire, or revolution. Prerequisite: ENGL 222 or permission of instructor. Offered every other year; not offered 2002-2003.

444 Studies in Nineteenth-Century British Literature  This course considers late eighteenth and nineteenth-century British literature, the Age of Sensibility through Romanticism to Victorianism. One version of the course studies the Gothic novel, the sentimental novel, the revolution in English poetry during the Regency, and the transition to Victorianism in the early years of the reign of George IV. Radcliffe, Edgeworth, Austen, Scott, Wordsworth, Keats, Byron, and Carlyle are among the writers emphasized. Prerequisite: ENGL 222 or ENGL 223 or permission of instructor. Offered every other year; offered Spring 2003.
English

445 Studies in Twentieth-Century British Literature  A survey of important British literary artists from the latter part of the nineteenth century through the twentieth century. Students study a range of critical methodologies that help them explore canonical and noncanonical works. Emerging themes of decadence, anarchy, women's rights, socialism, and aesthetics are investigated. The course also includes an examination of important literary movements—symbolism, Freudianism, realism and nationalism—through the works of major twentieth-century writers of Britain and Ireland. Prerequisite: ENGL 223. Offered every other year; not offered 2002-2003.

446 Studies in Seventeenth and Eighteenth-Century American Literature  This course considers early American literature from the seventeenth and eighteenth centuries. The course may address literary, cultural, or political movements of the period, including Calvinism, the Great Awakening, the American Revolution, and Federalism. Possible course topics include Early American Autobiography, Puritan Poetry, Literature of the Early American Republics, and Literature of Crime and Punishment. Prerequisite: ENGL 224 or permission of instructor. Offered every other year; offered Fall 2002.

447 Studies in Nineteenth-Century American Literature  This course considers American literature from the nineteenth century. The course may address literary, cultural, or political movements of the period, including nationalism, Transcendentalism, the American Renaissance, Sentimentalism, Revivalism, Abolitionism, Feminism, Realism, and Naturalism. Possible course topics include the Literature of Reform, Literary Abolitionism, American Romanticism, and Turn-of-the-Century Novel. Prerequisite: ENGL 224 or 225 or permission of instructor. Offered every other year; offered Spring 2003.

449 Studies in Twentieth-Century American Literature  An advanced course in American literature, this course is a requirement for upper-division English majors and an elective for students seeking to broaden their liberal arts educations. It focuses on specific historical, literary, and cultural topics in twentieth-century American literature. The emphasis on literary texts is balanced with attention to secondary sources and literary scholarship. The course also includes perfecting methods of literary analysis, instruction on writing about literature, and challenging writing assignments. Topics vary depending upon the instructor, but may include war and peace, political and economic change, ethnicity and gender, marginalization, canonical and extra-canonical texts, and modernism and postmodernism. Prerequisite: ENGL 225 or permission of instructor. Offered every other year; not offered 2002-2003.

451 Shakespeare at Ashland  Advanced study of the dramatic works of William Shakespeare through analysis of the texts and performances on this year's schedule at the Oregon Shakespeare Festival in Ashland. Individual student projects may focus on performance, history, performance-oriented approaches to interpretive problems, or teaching Shakespeare through performance. Prerequisites: ENGL 255 or 351 or equivalent and permission of the instructor. Offered on an occasional basis in the Summer Session.

458 Contemporary American Fiction  This is an upper-division seminar focused on American fiction written from 1945 to the present. Situating contemporary U.S. fiction in the literary, historical, and cultural contexts pertinent to its creation, the course attends to a variety of issues, which may include canon debates, postmodernism, the relation of history and fiction, the politics of literary form, the prominence of fiction by women and writers of color, and other developments of cultural importance (such as environmentalism, digital media, and post-industrialism, to name a few). Questions of narration, character, plot, and setting are examined, even as the course
considers whether contemporary fiction demands new categories of analysis. Students who have received credit for ENGL 470 (Contemporary American Fiction) may not receive credit for ENGL 458. Offered every other year; not offered 2002-2003.

**Contemporary American Poetry**  This course explores the diverse aesthetics and cultural locations of American poetry since 1945. Situating contemporary U.S. fiction in the literary, historical, and cultural contexts pertinent to its creation, the course may attend to a variety of developments, including New Critical formalism, the New American poetry, Beat poetry, the poetry of liberation movements (feminist, black nationalist, Chicano/a, Asian American, Native American, and gay and lesbian), the rise of graduate writing programs, language poetry and other radical formalisms, and performance poetry (including poetry slams), among others. Issues of literary theory, poetry and community, and institutional settings are also addressed. Offered every other year; offered Fall 2002.

**CrossCurrents Review**  .25 activity credit  The program requires editing, reviewing, criticism, and oral discussion of all manuscripts and art work on a weekly basis. Active promotion and publicizing of Crosscurrents Review and managing the Crosscurrents organization as a whole. Mandatory pass/fail grading.

**Special Topics**  This course provides students an opportunity to focus their interests and to gain expertise in a specialized area through a more concentrated study of themes than is normally explored in a survey or major authors course. The topics accord with an instructor’s particular scholarly interests. May be repeated for credit. **Prerequisite:** relevant survey course or instructor permission.

**The Nature of Contemporary American Nature Writing**  This course studies a wide range of American writing about nature, including poetry, fiction, and nonfiction. It also uses this writing to identify key issues, controversies, historical patterns, and assumptions concerning the relationship of American society to “the land.” The course also investigates and assesses the philosophical, rhetorical, and formal contexts of “environmental literature.” **Prerequisite:** ENGL 224 or ENGL 225 or permission of instructor. Offered every three years; not offered 2002-2003.

**God, Sex, and Society in Milton and Blake**  Both Milton and Blake lived through an age of revolution and used their poetry to probe and reshape the ideologies of society and personality—Milton positing his radical notion of “Christian liberty” in the politics of Church and State, in marriage, in doctrine, and in poetry; Blake radicalizing Milton’s notion in turn, in the time of the American and French Revolutions, in order to “awaken” the human being from the sleep of the Newtonian order in science and society. The course studies Milton’s poetry and political prose and Blake’s poetry and illuminations, especially for the ways in which they represent the liberation of the human being, a society and a God in process. **Prerequisite:** ENGL 221 or ENGL 222 or permission of instructor. Offered every three years; not offered 2002-2003.

**The Bible and the Literary Tradition**  The course begins with a brief introduction to the literary traditions and materials within the Hebrew Bible and the New Testament (especially law, narrative, prophecy, hymn and lament) and the political contexts for the composition of certain Hebrew and Christian texts (including Genesis, Exodus, Amos, Psalms, Ruth, Mark, John and Revelation.) The second part of the course presents first the history of the reception of the Biblical texts in England, in both Latin and English translations, through the period of the Reformation—when the different constructions of the texts in English implied different programs for the reconstruction of personality and society, both in England and America. The class studies the
ways that the Biblical materials function in the works of writers who take divergent ideological positions in seventeenth-century England (Herbert and Vaughan on the one hand; Milton and Bunyan on the other), and then, again, in the crises of society and belief in Victorian England (Arnold, Hopkins, George Eliot). In addition, each student has the opportunity to study the particular use that one writer or group has made of Biblical materials in shaping a response to the social and ideological issues of the day. Suggested writers and groups include Spenser, Donne, New England Pilgrims, early Quakers, Blake, Dickinson, Whitman, Lawrence, T. S. Eliot, Liberation Theologians, Toni Morrison. Prerequisite: ENGL 221 or ENGL 223 or permission of instructor. Offered every three years; not offered 2002-2003.

474 Literature of Empire An exploration of the break-up of the British colonial empire of the nineteenth and twentieth centuries as reflected in literature and in literary criticism. Emphasis is placed upon the idea of imperialism, the role of culture in imperial expansion, the concept of national character, and the process of decolonization. The readings trace the theory of empire in the metropole and its practice in the colony. Writers include Macaulay, Kipling, Conrad, Years, Forster, Greene, Achebe, Gordimer, and Friel. Prerequisites: ENGL 223 or permission of instructor. Offered every three years; not offered 2002-2003.

475 The Irish Literary Revival This course explores Irish literary and cultural history from the Fenian uprisings in 1867 to Irish neutrality in World War II. It is chiefly concerned with the role of literature in the shaping of cultural nationalism, but it also considers major political events in Ireland during this period, especially the armed rebellion against Britain between 1916 and 1921. The seminar concentrates on Yeats, Lady Gregory, Joyce, J. M. Synge, and Sean O'Casey, but considers other writers who were important to the development of literary nationalism, among them George Moore, Katherine Tynan, Peig Sayers, Frank O'Connor, and Sean O'Faolain. Prerequisite: ENGL 223 or permission of instructor. Offered every three years; not offered 2002-2003.

476 Shakespeare’s World William Shakespeare, Christopher Marlowe, and Galileo Galilei were each born in 1564—what in the world was going on? This course takes an interdisciplinary look at the culture, ideas, and events of early modern Europe with a particular focus on their effects on English theater. Readings range from Luther, Galileo, and Montaigne to Shakespeare, Jonson, and Marlowe. Crosslisted as THTR 476. Offered every other year; offered Spring 2003.

477 The Rhetoric and Culture of the City This course studies “the city” as it is defined, represented, imagined, attacked, and defended in a variety of literary texts, non-literary texts, and other cultural products, such as maps, posters, drawings, photographs, and motion pictures. Individual instructors choose one, two, or three particular cities around which to organize the study of fiction, poetry, and autobiography. The course also considers letters and diaries, and especially with individualized projects, it broadens analysis and discussion to other cultural products. One major focus of study is the rhetoric of literary and non-literary representations of the city and more general concepts of “the city,” “the citizenship,” and “urbanity.” One aim is to use the course material for help in reflecting on individual experience with cities, their rhetoric, and their cultures. Another aim is to study the idea of “London” or “New York” (for example) as a symbol used in a variety of rhetorical situations and cultural moments. Prerequisite: ENGL 101 and one other course in English. Offered every three years; not offered 2002-2003.

478 Jane Eyre and Revision This course is concerned with the endurance of the “Jane Eyre” story in fiction. Beginning with Charlotte Bronte’s Jane Eyre (1847), students examine a variety of novels and films that attempt to rewrite some aspects of the original. Students examine the
context each revision emerges from and what it does to the status of the original. Finally, students consider shifts in the critical and feminist reception of these texts. Texts vary, but are selected from the following: Braddon, Gissing, James, Woolf, Forster, du Maurier, Rhys, Kinsella, Balasubramanyam, Winterson. **Prerequisite: ENGL 210.** Students who have received credit for ENGL 470 (Jane Eyre and Revision) may not receive credit for ENGL 478. Offered every other year; not offered 2002-2003.

481 **Asian American Literature** This course explores important works of Asian-American literature, including poetry, novels, nonfiction, and drama. It traces the development of this literature, examine issues of Asian-American history and identity through the lens of literature. **Prerequisite: ENGL 225 or permission of instructor.** Offered every three years; not offered 2002-2003.

482 **Topics in African American Literature** This course considers African-American literature in its aesthetic, cultural, historical, and political contexts. Within the African-American expressive tradition, the course may address important literary genres (slave narrative, racial uplift fiction, blues poetry); distinct cultural forms (call-and-response, signifying, testifying); and pivotal cultural movements (abolitionism, the Harlem Renaissance, Black Arts, womanism). Possible course topics include the Literature of the Black Atlantic, African-American Literature Between the Wars, and Black Feminist Literature. Counts toward minor in African American Studies. Not offered 2002-2003.

483 **Celtic Literature in Translation** This course is a general introduction to the literature of the Celtic peoples, particularly the Irish and the Welsh, from the seventh to the fourteenth century. Rather than attempt to survey each literature separately, the class studies the major texts in Irish and Welsh from a comparative point of view, looking at the assumptions they commonly share about the function of literature, the role of the prose narrator and bard in an aristocratic or monastic culture, the place of the ancient pagan mythology within a Christian literary milieu, and the character of traditional Celtic heroes and heroines. In an effort to understand the particularly Celtic character of the works under consideration, the class often looks to English, European, or modern Celtic authors themselves for their treatment of kingship, honor, shame, love, violence, and death. Also, because Celtic literature often preserves an archaic view of the structure of society, the course draws on the disciplines of comparative mythology and structural anthropology in order to inform the reading. As with the study of all early literatures, Celtic literature offers a unique challenge to modern critical assumptions, and helps to broaden the concept of what literature is. **Prerequisite: ENGL 222 or permission of instructor.** Offered every three years; not offered 2002-2003.

484 **Indian Fiction** This course is an introduction to some of the variety and complexity of fiction from India. It focuses primarily on novels and short stories written in English and considers the role they played in colonial, anti-colonial, and nationalist struggles and in definitions of who constitutes an “Indian.” Writers studied are selected from the following: Tagore, Anand, Narayan, Rushdie, Ghosh, Roy, Sahgal, Hariharan. Chandra, Desai. Students who have received credit for ENGL 470 (Indian Fiction) may not receive credit for ENGL 484. Offered every other year; not offered 2002-2003.

485 **Literature and Gender** This course explores the dynamics of gender in literature. Students analyze literary texts to raise questions about the intellectual, social, cultural, political, and philosophical contexts from which they emerge. Issues discussed include sexual politics and power; the
relation of imperialism and racism to questions of gender; and the influence of gender on writing as an act of self-determination. The course sometimes deals with a selection of material from the historical literary tradition and sometimes with more contemporary authors, either from the U.S. (Wharton, Rukyser, Morrison) or abroad (Gordimer, Hulme, Jhabvala). Qualifies as a Women Studies elective. Prerequisite: ENGL 235, 221, 222, 223, 224, 225 or 226. Offered Spring 2003.

486 Native American Literature This course explores the diversity of literary voices and forms that have emerged from native North American communities throughout the period of contact. The class reads examples of traditional oratory, native adaptations of western literary forms, and experimental genres, paying special attention to the historical context and cultural specificity that mark native American literatures. The course also focuses on contemporary and historical topics critical to an understanding of Native American life within the U.S., including, but not limited to: cultural and spiritual appropriation, pan-tribalism, struggles for sovereignty, innovations on tradition, native language recovery, gender and sexuality in native communities, and land/environmental issues. Offered Fall 2002.

491 Critical Theory Since the 1930s This course examines literary criticism and theory from the 1930s to the present. Areas that may be addressed range from the Psychoanalytical, Marxist, Post-Structuralist, Feminist, and Post-Colonial theory to New Historicism and critical theories of race, culture, and ethnicity. Prerequisite: senior standing or permission of instructor. Offered every other year: not offered. 2002-2003.

492 Historical Perspectives on Writing and Rhetoric This course examines a wide variety of perspectives on written communication—forms, genres, voices, appeals, and styles—as they have changed over time. The class reads important theories about writing and discourse from the time of the ancient Greeks to the present. Students write in a range of styles and voices, and for many different audiences, in an effort to place the activity of writing in its historical context. Prerequisite: Senior standing or permission of instructor.

495/496 Independent Study

497 The Writing Internship This course has two components—fieldwork and classwork. Students work as writing interns in advertising, public relations, journalism, television, and in other areas. The classroom component is conducted as a senior seminar. Students make presentations on a variety of topics, discuss internship experiences, and receive information on publishing and professional writing. Prerequisite: permission of instructor and approval of the Internship Coordinator (see description on page 229 of this Bulletin).
Environmental Studies

ENVIRONMENTAL STUDIES

Director: Peter Wimberger, Biology

Advisory Committee: Heather Douglas, Philosophy; Barry Goldstein, Geology; Steven Neshyba, Chemistry; Karen A. Porter, Comparative Sociology; Karin Sable, Economics; Douglas Sackman, History; David Sousa, Politics and Government; Michael Valentine, Geology

About the Program

The Environmental Studies Program offers an interdisciplinary minor program designed to help students integrate their major areas of study with the scientific, social scientific, and humanistic dimensions of environmental issues. The goals of the minor are for students to 1) conduct critical analyses by deconstructing environmental problems or issues into their relevant scientific, social, and cultural dimensions, 2) recognize the multiplicity of values, norms, interests, incentives, and scientific disciplines that shape environmental issues, 3) reconstruct environmental problems by engaging in dialogue across disciplines to identify both constraints and possibilities for problem resolution, and 4) become fluent in one or more current environmental issues, demonstrating an understanding of system dynamics and human problem-solving contexts.

We believe that environmental studies is best accomplished when carried on in conjunction with work in another major area of study. Students who elect to minor in environmental studies should consult with a second advisor familiar with the environmental studies program. Environmental Studies advisors will help students to design a minor program that will complement their majors and help them to focus their studies in areas of interest to them.

Requirements for the Minor

ENVR 105, Environmental Science; or two courses chosen from BIOL 111, BIOL 112, CHEM 102, CHEM 110, GEOL 101 (or GEOL 104 or GEOL 105) may substitute for this requirement where the two courses come from different sciences.

ENVR 110, Environment and Society

ENVR 400, Senior Seminar in Environmental Studies

Three units selected from the following courses.* Courses have been organized into categories for informational purposes only. Students may select electives from any category or categories. We encourage students to fulfill this requirement with courses outside their general area of expertise.

Note: The courses used to fulfill this requirement may not also be used to meet a requirement for a major.

Science Perspectives

BIOL 211, General Ecology
BIOL 377, Field Botany
BIOL 411, Advanced Ecology
CHEM 345, Chemistry and Physics of Atmospheres
GEOL 303, Geomorphology
GEOL 310, Water Resources
GEOL 320 Environmental Geochemistry
Environmental Studies

GEOL 330, Regional Field Geology
SCXT 322, Water Policy
SCXT 325C, Natural Science and Economics of Earth Resources

Social and Cultural Perspectives
COMM 460, Organizational Communication
CSOC 213, Urban Sociology
CSOC 230, Indigenous Peoples
CSOC 316B, Social and Cultural Change
CSOC 325, Tourism and the Global Order
CSOC 470, Technology and Cultural Values
HIST 364, American Environmental History
HIST 369, History of the West and the Pacific Northwest
SCXT 335, Thinking about Biodiversity

Policy Perspectives
ECON 325, Environmental and Natural Resource Economics
PG 309, Environmental Politics and Policy in the United States
SCXT 325A, Geological and Environmental Catastrophes
SCXT 325D, Salmon Recovery in the Pacific Northwest
SCXT 325E, Hormonal Mimics in the Environment

Ethical Perspectives
PHIL 385, Morality and the Environment
PHIL 435, Rationality, Risk, and Value
REL 329, Religion and Nature in East Asia

* Students should contact the specific department to determine when a course will be offered.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

105 Environmental Science  In this course, students examine the Earth as a system of integrated biogeochemical cycles (such as water, carbon, nitrogen, and sulfur). Students will come to understand these cycles by integrating relevant aspects of biology, geology, chemistry, and physics. Students learn how human activities can affect these natural biogeochemical cycles and inquire into potential system reaction to such impacts. This course also introduces students to the ways in which science is integrated into the interdisciplinary process of environmental studies. Satisfies the Natural World core requirement.

110 Environment and Society  In this course, students consider how humans interact with the natural and physical environment. Students examine interconnections among individuals, social groups, and natural environments. Students evaluate the roles of social, political, economic, and cultural institutions as both causes of environmental problems and potential sources of resolution. In this interdisciplinary course, students explore the interplay of values, culture, and policy in a context marked by uncertainty and controversy.
305 Ecotourism and Panda Conservation in China  This course will examine integrated conservation and development theories and their applications in panda conservation and ecotourism in China. It will focus particularly on processes and methods used in ecotourism planning, development and management at nature reserves and adjoining communities. Field experience will be integral part of the course. Taught only as part of the 2002-2003 Pacific Rim/Asia Study-Travel program.

400 Senior Seminar in Environmental Studies  This course analyzes one current environmental issue from the perspectives of the sciences, the social sciences, and the humanities. Students collectively examine the case from different disciplinary perspectives in an attempt to understand issues in their full complexity. Students conduct an in-depth research project on issues and present their findings in an open forum. Students formulate their own problem-solving approach to environmental problems and recognize how their approach connects to the work of others. Prior to enrolling in this class, students must have completed 4 of the 6 courses required for the minor and must have senior standing. This course is offered during the spring semester only.

495/496 Independent Study

497/498 Internship  Work experience related to an academic program in environmental studies. Actual placements are determined by mutual agreement between the student and program faculty. Prerequisite: approval of Internship Coordinator (see description on page 229 of this Bulletin).

EXERCISE SCIENCE

Professor: Roberta A. Wilson
Associate Professor: Heidi Orloff, Chair
Assistant Professor: W. Thomas Wells
Teaching Specialists: Mark Massey; Zeke Schuldr

About the Department

Mission
The mission of the Department of Exercise Science is to deliver a program that applies the scientific foundations of human movement to help graduates understand the complex relationships among work, physical activity, health, and realizing human potential. This will be accomplished through thoughtful and guided consideration of information and values integrated and synthesized from a number of disciplines. Students will develop critical thinking skills to analyze the rapidly increasing body of knowledge on how physical activity and movement affect the quality and quantity of the human experience. They will be able to effectively communicate that information and lead people to achieve healthier and fuller lives.

Departmental Goals
Students in Exercise Science develop a firm foundation of knowledge within the field that enables them to apply the scientific method of inquiry toward the improvement of the human condition. Additional educational goals will be developed through a sequence of courses that will

1) provide a firm foundation of knowledge within the exercise science field that will enable students to apply the scientific method of inquiry for the improvement of the human condition;
Exercise Science

2) develop the students' abilities to communicate effectively through discussion, written work, and oral presentation;

3) develop the students' abilities to assess, analyze, evaluate, and predict from observation and sound data collection;

4) enable the students to integrate ethical standards and differing values related to their future personal and professional lives;

5) provide the opportunity for students to develop reasoned independence showing curiosity and leadership in the field of exercise science;

6) prepare students for further study within and outside of the field of exercise science.

The Exercise Science Department provides a Bachelor of Science degree program with a theoretical as well as a practical background in human movement and its applications to health. A foundation of scientific courses is integrated with courses that include consideration and application of the ethical, philosophical, psychological, and social aspects of movement to understand how activity enhances the human experience. Through a sequence of courses, the department develops the students' analytical approach to problem solving, careful observation and data reporting techniques, data analysis, and writing and presentation skills for communicating findings.

The Bachelor of Science program is designed for those students preparing for graduate study in exercise science, physical therapy, public or allied health fields, or for those seeking employment in corporate, or private health and fitness programs. The curriculum concentrates on the scientific background of human movement studies. A senior thesis allows students the opportunity to conduct research projects using the most sophisticated equipment available such as computer-assisted motion analysis, multi-dimensional force plate, oxygen and carbon dioxide analysis for resting metabolism and maximal aerobic capacity, hydrostatic weighing for body composition, ECG's for cardiovascular responses, and isokinetic testing of muscle strength and endurance. Graduates of this program will qualify for further training and certification programs in cardiac rehabilitation, primary prevention and exercise test technology, and exercise and fitness prescription.

Requirements for the Bachelor of Science Degree

1. Completion of the following courses: EXSC 200, 201, 270, 362, 363, 375, 425, 480, 400 or 490. At least four units of these courses must be completed at Puget Sound.

2. Completion of the following cognate courses: BIOL 221/222, CHEM 110 and 111 or 230, MATH 271 and PHYS 111 or 121 (most Physical Therapy programs require a second semester of physics: PHYS 112 or 122).

Requirements for the Minor

A Minor in Exercise Science requires completion of six courses to include BIOL 221/222; EXSC 270; EXSC 200 or 201; EXSC 362, 363, or 425; and 1 additional unit in Exercise Science at the 300-400 level.

Note: The Exercise Science Department reserves the option of either excluding courses more than 10 years old from applying to a major and minor or requiring such courses to be repeated.
Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 11.

200 Exercise Science: Topics in Ethical Issues, Society, and Politics The exercise sciences are explored from a philosophical and historical perspective. Emphasis is placed on ethics, society, and politics as they influence participation in physical activity.

201 Nutrition and Energy Balance This course is intended to provide the student with the basic concepts of nutrition and exercise as they relate to health and the prevention of disease. Metabolism and energy values of food and physical activity are explored along with the introductory data analysis techniques used in the personal evaluation of nutritional and exercise habits. Students research the literature, debate and write informed opinions on controversial issues, such as organically grown foods and supplements. Other topics include food safety, fads, advertising, weight control, food-related diseases, menu planning, and nutritional needs throughout the life cycle.

227 Care and Prevention of Injuries to the Physically Active .5 unit This introductory course explores the management of conditions limiting the functional capabilities of the physically active individual whose activities may range from occupational tasks to recreational sports. Information dealing with the prevention, recognition and management of these injuries or conditions is presented. Practical application of taping and bandaging techniques is also included. Offered infrequently.

270 Applied Analysis of Physical Assessments This course is intended to introduce the student to the exercise science laboratory and fitness assessment. Test procedures and the significance of each test are explored through application of measurement and evaluation procedures. Emphasis is placed on following careful data collection and interpretation of results.

362 Physiology of Exercise: Neuromuscular, Metabolic and Hormonal Aspects This is the first of two courses that explore the body's acute responses and long-term adaptations to various levels of exercise and modes of activities. Students focus on understanding how the body's cells and neuromuscular, metabolic, and endocrine systems respond to the perturbation of exercise and how physical activity and training affect health, disease, and the quality of life. Throughout the course, variations in responses between gender and age groups are considered. Lecture and laboratory topics include bioenergetics, exercise metabolism, hormone regulation, ergometry, fatigue, body composition, muscle fiber types, motor control of movement, growth and maturation, inactivity, morbidity and costs to the nation, immune systems, and exercise prescription. Formal laboratory reports and a review of literature are required. Prerequisites: BIOL 221 and 222; EXSC 201 and 270 recommended.

363 Physiology of Exercise: Cardiovascular, Respiratory, and Environmental Aspects Students study the acute responses and the long-term adaptations of the cardiorespiratory system at various levels and modes of activity. Environmental challenges to human activity caused by heat, cold, altitude, hyperbaric conditions, and microgravity are investigated. Students also consider the efficacy and ethics of ergogenic aid use. For all course topics, gender and maturation are discussed in regards to the goal of improving health and the human experience. Lab required. Prerequisites: BIOL 221 and 222; EXSC 201 and 270 recommended.

375 Junior Research Seminar This class is a writing-intensive experience that includes an in-depth review of literature, a research proposal, an application for approval from the Institutional
Exercise Science

Review Board, and a grant funding proposal. The student surveys the literature, gaining critical reading skills, and organize existing knowledge into a written review. Writing technique is critiqued through both faculty and peer review. The research proposal may be used as a springboard for research conducted in EXSC 490, Senior Thesis. Prerequisites: At least one of the following: EXSC 201, 362, 363, 425, or permission of instructor.

400 Practicum 0.5 or 1 unit This is a faculty-supervised on-campus practicum experience with the University of Puget Sound's adult Fitness Club. Students meet two hours per week in a classroom setting and three hours per week in the practicum setting applying the theoretical knowledge gained in their courses. Students participate in varied activities, to include lecturing in topics promoting health and fitness, conducting health risk appraisals, assessing stages of behavioral change, promoting exercise adherence, conducting fitness testing, creating exercise programming, training clients, programming of club activities, analyzing diets, and counseling on nutritional and weight management. Special attention is given to legal and ethical issues. This course is intended to be a yearlong culminating practical experience for junior or senior non-thesis Exercise Science majors. Thesis majors may elect to enroll. Prerequisites: departmental major or minor, junior or senior standing, approval of the departmental chair and a 2.5 major GPA.

425 Kinesiology/Biomechanics A quantitative and qualitative approach to human movement is addressed through static and dynamic analysis. The kinematics and kinetics of activity are studied from an anatomical and biomechanical perspective. The student conducts an in-depth comparison analysis of an activity using the Peak Performance motion analyzer. This capstone experience requires the student to write a thesis project. Prerequisites: BIOL 221 and 222, PHYS 111.

437 Psycho-Social Issues in Exercise and Sport Participation, performance, and satisfaction in sport and exercise are mediated by social structures, as well as individual psychological traits and states. This seminar examines how psychological and social variables affect learning and performance in all types of physical activity, including leisure recreation, fitness, physical education classes, and competitive sport. Emphasis is placed on integrating sound theory with useful practical applications. Students examine how to implement psychological skills training for peak sport performance, how to create positive social climates, and how emerging sport and exercise trends shape the future.

480 Senior Seminar: Physical Activity, Health, and the Human Experience This seminar, the departmental capstone experience, brings closure to the students' education at the University of Puget Sound and formally begins the transition to further educational, professional, and personal pursuits. Major issues related to physical activity and the human condition are identified, studied, discussed, and debated. Students are involved in processes that allow them to evaluate their personal and professional strengths and weaknesses, to consider possible forces that will affect their futures, and plan courses appropriate of action. Course assignments include writing a critical perspective paper, leading journal article discussions, successful completion of the departmental comprehensive exam, and completion of their exercise science baccalaureate portfolios. Prerequisites: senior standing and EXSC 201, 362, and 363, or concurrent enrollment.

490 Senior Thesis in Exercise Science Experimental research is performed under the guidance and in the area of expertise of a faculty member that may include specialized topics in kinesiology/biomechanics, exercise physiology, nutrition and physical activity. Students must write a proposal that is approved by the department and the Institutional Review Board, carry out the research, write the thesis, and orally defend it at a research symposium. Application details can be obtained
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from the Junior Research Seminar instructor, faculty research advisor, or department chair. Prerequisite: EXSC 375 and permission of the department.

495/496 Independent Study .5-1 unit Research under the close supervision of a faculty member on a topic agreed upon. Application and proposal to be submitted to the department chair and faculty research advisor. Recommended for majors prior to the senior research semester. Prerequisites: junior or senior standing, EXSC major and permission of department chair.

497/498 Internship Among the requirements in this seminar is the completion of 120 hours of field experience at a site prearranged in consultation with the internship coordinator in Academic and Career Advising. The seminar provides students the context to reflect on concrete experiences at the site and link them to study in their disciplines as well as the political, psychological, social, economic and intellectual forces that shape views on work and its meaning. The aim is to integrate the liberal arts with issues and themes surrounding the pursuit of a good and productive life. In certain pre-approved instances, an individualized learning plan with a faculty sponsor may substitute for the seminar. Prerequisite: approval of the Internship Coordinator (see description on page 229 of this Bulletin).

FOREIGN LANGUAGES AND LITERATURE

Professor: Kent Hooper; Michel Rocchi, Chair; David Tinsley; Harry Velcz-Quinones
Associate Professor: Josefa Lago Graña (on leave Fall 2002)
Assistant Professor: Mark Harpring; Diane Kelley; Michael Sugimoto
Visiting Assistant Professor: Sarah Misemer
Instructor: Mikiko Ludden; Lo Sun Perry; Steven Rodgers; Judith Tyson
Visiting Instructor: Sabrina Spannagel

About the Department

The faculty believes that a sympathetic understanding of at least one foreign culture through its language is an essential part of a liberal arts education. In this aim, the University offers a strong program in the Department of Foreign Languages and Literature. Instruction is provided in three main European languages, French, German, and Spanish; and two Asian languages, Chinese and Japanese, with Greek and Latin as well. Faculty members are specialists in the literature and culture of their target language and are either native or have spent considerable time in the foreign countries of their teaching.

The department's curriculum is designed to bring the student into increasing contact with the culture, history, and literature of countries where the target language is spoken. Through the department's curriculum and from the variety of pedagogic approaches, students will develop communication skills, cultural awareness, literary analysis, and historic perspective of the target language.

As the curriculum is designed to bring the student into increasing contact with the culture, history, and literature of the target countries, the department is fully committed to the concept of study abroad. Students are strongly encouraged to participate in our sponsored semester programs in Dijon, France; in Tunghai, Taiwan; in Spain; and in Latin America; or the year programs in

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Tokyo, Japan; and Passau or Munich, Germany. Details of these programs may be obtained from Department advisors. Individual inquiries for other study-abroad programs are available at the Office of International Programs.

Language House Program

The department faculty supports the learning concept of a residential atmosphere and encourages students to participate in the special living language program. Students have the opportunity to live in University-owned houses on campus and communicate in the target language within a small group environment.

Films, records, opera, plays, multi-lingual conversations, ethnic cooking, and excursions are inherent parts of the program. For further information and application deadlines contact Michel Rocchi, Director of the Language House Program.

Requirements for the Major

In addition to satisfying the course requirements listed below, all majors are required to compile a portfolio of their work and submit it to the Department by April 1 of their senior year. When students declare their major, they should seek a faculty advisor in the Department who will advise them on the creation of their portfolio. The portfolio will serve to assess the student's progress in the curriculum and to synthesize the student's total experience as a major.

BA Degree in French, German, or Spanish

1. Basis in the Target Language (8 units in French, German, or Spanish). Eight units at the 200-level and above, with three units at the 300/400 level. Two of the 300/400 level courses must be taken at the Tacoma campus, one of them during the senior year. See section on Transfer of Units for more details. In addition, students must choose one of the following concentrations:

2. Elective Area of Concentration
   A. Literary Studies (3 units)
      1) FL 300 or ENGL 491;
      2) One unit from FL courses (other than FL 300) at the 300/400 level;
      One unit in French, German, Spanish at the 300/400 level.
   B. Comparative Literary Studies (6 units)
      1) Three units in English and/or American literature at the 300-400 level;
      2) FL 300 or ENGL 491;
      3) Two units from FL courses (other than FL 300) at the 300/400 level.
   C. Literature and the Other Arts (6 units)
      1) Art Focus
         a) FL 300 or 350;
         b) Three units in Art: two units from ART 275, 276, 277, 360, 361, 362, 363, 364, 365, 366, FL 365, or HON 206; and one unit of studio art;
         c) Two units of Music History: MUS 220, 221, 222, 230, 231, 274, 275, or 276.
      2) Music Focus
         a) FL 300 or 350;
         b) Three units in Music: two units from MUS 220, 221, 222, 230, 231, 274, 275, or 276; one unit of Applied Music (class or individual instruction), two-semester participation in a performing ensemble, and/or Music Theory;
c) Two units of Art History: ART 275, 276, 277, 360, 361, 362, 363, 364, 365, 366; or HON 206.

D. Cultural Studies (5 units)
1) FL 300, and one unit from FL courses at 300/400 level;
2) Three units from the one of the following areas of emphasis (two units must be from courses at the 300/400 level):
   a) Rhetoric and Media: COMM 222, 322, 344, 422, 440, FL 365, PHIL 387
   b) Values and Power: ENGL 208, FL 375, HUM 201, 305, CSOC 200, 305, 470, PHIL 387
   c) Gender and Identity: ENGL 375, 405, 485. COMM 440, HUM 302, 306, PHIL 387

BA Degree in Foreign Languages/International Affairs: 14 units

European Languages Concentration
1. Basis in the Target Language (8 units in French, German, or Spanish). Eight units at the 200-level and above, to include either FREN 240, GERM 240, or SPAN 240, and with three units at the 300/400 level. Two of the 300/400 level courses must be taken at the Tacoma campus, one of them during the senior year. See section on Transfer of Units for more details.
2. Three units in International Politics
   A. PG 102 or 103;
   B. Two units from one focus area:
      1) European Focus: PG 321, 331, 332, 334, 335, 336, or CSOC 340.
      2) Latin American Focus: PG 322, 325, 331, 332, 334, 335, 336, or CSOC 340
3. Three units in Economics or in International Business
   A. Economics Focus: ECON 170, 242, 371, and 375 or 376;
   B. International Business: BPA 270 and 320, and one of the following: BPA 375, 435*, 445*, or 470 (*see BPA for prerequisites).

Asian Languages Concentration
1. Basis in the Target Language (8 units)

Chinese
A. Six units of Chinese, 101 or above, one of which must be at the 300-level and taken at the Tacoma campus.
B. Two units of humanities courses from the following, one of which must be at the 300/400 level: ART 367, HIST 245. HIST 346, HIST 347, HUM 208. Students who successfully complete more than six units of the required language units may apply any of the additional language courses in lieu of the humanities courses.

Japanese
A. Six units of Japanese, 102 or above, one of which must be at the 300/400 level and taken at the Tacoma campus.
B. Two units of humanities courses from the following, one of which must be at the 300/400 level: ART 368, FL 265, FL 320, FL 365, FL 375, HIST 247, HIST 348, REL 233, REL 330. Students who successfully complete more than six units of the required language units may apply any of the additional language courses in lieu of the humanities courses.
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2. Three units in International Politics
   A. PG 102 or 103;
   B. Two units from the following: PG 323, 331, 332, 372 or CSOC 340.

3. Three units in Economics or in International Business
   A. Economics Focus: ECON 170, 371, and 375 or 376;
   B. International Business: BPA 270 and 320, and one of the following: BPA 371, 435*, 445*,
      or 470 (*see BPA for prerequisites).

Teaching Certification
Foreign language majors electing to teach may do so by satisfying the MAT requirements of the
School of Education for the state teaching certificates and endorsement areas. Details and require-
ments may be obtained from the School of Education.

Requirements for the Minor: 5 units

French, German, and Spanish: Completion of a minimum of five units in one language at the 201
level or above. One unit must be at the 300 or 400 level and taken at the Tacoma campus.

Chinese: Any five units of Chinese, 101 or above, one of which must be at the 300 level and taken
at the Tacoma campus.

Japanese: Any five units of Japanese, 102 or above, one of which must be at the 300/400 level and
taken at the Tacoma campus.

Note
The Foreign Languages and Literature Department does not accept or award credit for distance
learning courses. The department reserves the right to exclude a course from a major or minor
based on the age of the course.

Study Abroad Coursework
Due to the varying degrees of quality and rigor of Study Abroad programs, only units earned
through departmentally-sanctioned Study Abroad programs in Dijon (France), Passau or Munich
(FRG), Tunghai (Taiwan), Spain, Latin America, and Waseda University in Tokyo (Japan) will be
counted automatically towards degrees in our department majors. Work done through other
Study Abroad programs will be assessed on a case-by-case basis. Limits on upper-division courses
taken abroad apply in different languages. Consult the department prior to enrollment.

Transfer of Units and Placement
Students with previous high school language study may move up to higher levels by estimating
that three to four years of high school concentration are approximately equivalent to one year of
college work in foreign languages. Other factors such as study abroad, living with exchange stu-
dents or foreign parents, and other intensive studies may warrant special consideration on a case-
by-case basis. Consult department advisors in the particular language.

Advanced Placement Examination (AP) with scores of four or five apply toward majors or minors
for a maximum of one unit on the 200 level.

Foreign Language coursework completed at other accredited institutions may be accepted toward
major areas of concentration, up to the following maximums and conditions:
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Major in French, German, or Spanish—four units maximum. Five units in the target language must be taken in residence, two of which must be on the 300/400 level.

Major in Foreign Language/International Affairs—four units maximum. Two for the language component, only one of which may be on the 300/400 level; two units toward the non-language courses.

Minor in Chinese, French, German, Japanese, or Spanish—two units, only one of which may be on the 300/400 level.

All transfer students, especially those with elapsed periods since their last academic coursework, will be evaluated on an individual basis. Their acceptance as majors or minors will be based on observation in courses in residence.

Note: Only grades of C (2.00) or above will be applied toward all courses for any major or minor offered by the Department of Foreign Languages and Literature.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

The proper course sequence of foreign language instruction is Elementary Level 101, 102, Intermediate Level 201, 202, and Advanced Level 230. A student who has received a “C” (2.00) grade or better in any course of this sequence or its equivalent cannot receive credit for a course which appears before it in the sequence.

Foreign Language: (Taught in English)

115 The Problem of Theodicy in World Literature  The conundrum of “reconciling the goodness and justice of God with observable facts of evil and suffering in the world” has given rise to some of the greatest works western civilization has produced. This survey of literary and philosophical works considers the nature of evil, the consequences of belief in divine intervention, and the limits of human resistance. In the final weeks the class confronts the legacies of racism and genocide. Satisfies the Humanistic Perspective core requirement. Offered every three years; not offered 2002-2003.

150 Film, Memory, and the Imagination of Disaster: A Freshman Seminar in Writing  Historian Hayden White has speculated that the current difficulty in remembering past historical events—exemplified most notoriously in Oliver Stone’s J.F.K.—may reflect a breaking point in modern epistemology’s ability to regulate knowledge of objects or events. In particular, catastrophes like the Holocaust and the atomic destruction of Hiroshima and Nagasaki have pushed the limit on what is comprehensible or not in terms of an historical event; the categories that once stabilized notions of the real and the fictive no longer hold. In this intensive writing course, students study the role of film in the production of social memory, regarding the narrating and remembering of catastrophic events. Although films are primarily analyzed for their thematic content, and introduction to the formal analysis of visual texts, as well as, to critical, academic writing is also included, inviting students to integrate a more rigorous semiotic and scholarly approach to otherwise more traditional literary analyses of film. Satisfies the Communication I core requirement. Offered Fall 2002.
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265 The Lyric and Narrative Codes of Premodern Japanese Literature  The course examines diverse genres in pre-modern Japanese literature, exploring different conceptualizations of existence and of beauty through a variety of key texts in the canon: romances and diaries by aristocratic court women; warrior tales; Imperial poetry sequences; behavior manuals for samurai; recluse literature by hermit monks; travel journals by itinerant priests; bunraku puppet and Nō theater scripts; and comic tales produced in the urban entertainment quarters. Japan is one of the East Asian civilizations that enjoys an exceedingly long and rich literary history, thus in order to avoid overly general analyses, the course also addresses questions of class, gender, colonialism, canonicity, historiography and theology as theoretical grids that emphasize the limits in encountering the past and pre-modern through translated texts. Thus, while piecing together the historical context of these distant writings, the class also looks at the ideological assumptions still at work in the post-Marxist and post-feminist age; that is, assumptions over what it means to be "modern," "Eastern" or "Western." Taught in English. Satisfies the Humanistic Perspective core requirement. Offered every other year; offered Fall 2002.

300 Introduction to Literary Studies  Application of literary criticism and theory to European genres and movements. Special emphasis on major critical approaches to works of literature. Satisfies the Fine Arts core requirement. Offered every other year; offered Fall 2002.

320 Modern Japanese Literature  This course studies the development of modern Japanese literature from the introduction of Western literature to the immediate 1940s postwar. The class pays particular attention to what is meant when literature is designated as "modern," and whether that is synonymous with the category of "Western." Adopting a comparative approach in critiquing the modern, attention is paid to social movements (labor, Marxism, feminism, popular rights) and literary movements (vernacular reforms in pose and poetry, realism), studying the works of Japanese writers who, in the 1860s, emerged from a 1200 year tradition of unbroken literary and critical textual production. The course offers better understanding of how literature was transformed through increased contact with the West; how the West became marked as the permanent site of modernity. Students study key literary movements of poetry and prose, such as Romanticism, Naturalism, and Surrealism. Taught in English. Fulfills the Humanistic core requirement. Students who have received credit for FL 370 may not receive credit for FL 320. Offered every other year; offered Spring 2003.

350 Semiotic Theory in Interart Discourse  Are literature and the visual arts separate media that require separate modes of criticism? Or can there be a successful reciprocative association of interpretive methods? This course considers what theorists from the past (e.g., G.E. Lessing in Laocoon from 1766) to the present (e.g., W.J.T. Mitchell in Picture Theory from 1994) have contributed. In an attempt to develop a methodology allowing for discussion on interart topics, the class focuses on the writings of the American semiotician C.S. Pierce and also on Umberto Eco's subsequent revisioning of Pierce's theories. The class then examines various types of interart subjects, including artistic multiple talents, ekphrasis, concrete poetry, collage, etc. Offered every other year; not offered 2002-2003.

355 Cultural Discourse and Early Modern French Theater  This course explores the relationship between culture and theater in the context of exemplary texts from the French classical period through the libertine era to the Enlightenment and Revolution. Students consider the interaction between the social, the moral and the political as they discuss topics such as heroism, honor and glory, the theater of power, the role of the gaze, the excellence or mediocrity of human nature, censorship and revolution. Offered Spring 2003 only.
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365 Japanese and Asian Films  This course explores the relationship between thematic and formal concerns of Japanese film and the narratives of modern Japanese history, dealing with such topics as the Meiji Restoration of 1868, the rise of Taisho commodity culture in the 1920s, the Pacific War, postwar reconstruction and postmodernism. Weekly analyses of specific films are accompanied by readings that provide historical context and pose relevant interpretive and theoretical questions, ranging from more general issues regarding the relationship between film technology and modernist art; and the role of gender and cultural difference. Study of works by Ozu, Mizoguchi, Kurosawa constitute the introductory portions of the course, followed by a series of more recent Japanese films, including animation. In addition, works from China, Hong Kong, and South Korea bring to the fore the question of imperialism and the mediating role which Japanese expansionism played in the development of film industries and sensibilities in East Asia. While a large part of the course uses film as content, the underlying premise is that, above all, films are made; thus emphasis is also placed upon learning how to talk and write about visual texts. Taught in English. Satisfies the Fine Arts core requirement. Offered every other year; not offered 2002-2003.

375 Narrating the Nation: Japanese Literature and Modern Identity  Although Japan had joined the ranks of Western nation-states, having been committed to industrialization and empire-building since the 1860s, many intellectuals began recasting Japan's involvement in the world in terms of a dialectical irony, a modern nation whose identity was in conflict with the West. In this course, by studying literary and critical texts, the class examines both aspects of Japanese nationalism: the desire to identify with the West and the ambition to engage in open conflict with it. The course analyzes some of the key intellectual movements in Japanese literary history (modernist/surrealist poetry, proletariat literature, "pure" literature) in light of the emergence of a Japanese national subjectivity. Readings include Hannah Arendt, Ben Anderson, Hegel, Kautsky Kojin, Kobayashi Hideo, Fredric Jameson, Marx, Mishima, Oe, Tannizaki. Uchimura Kanzo, Robert Young. Taught in English. Satisfies the Comparative Values core requirement. Offered every other year; not offered 2002-2003.

380 An Archeology of the Boom: Modern Latin American Prose Fiction  A survey of contemporary Latin American prose fiction from the short stories of Borges and Cortazar to the novels of Fuentes, García Márquez, Vargas Ilosa, and others. Major topics include the relation between history and literature, "magical realism," women in fiction, and the question of modernity in the culture of Latin America. Satisfies the Comparative Values core requirement. Offered every other year; not offered 2002-2003.

381 Women and Revolution in Latin American Literature  An introduction to several Latin American women writers, in which students study their techniques in writing about major political events in their countries of origin, and the historical background from which their works emerge. Students consider the interrelationships between literature and economic, social, political, and cultural factors as well as the position of the region in the context of world historical developments. This course has a multimedia component. Satisfies the Comparative Values core requirement. Offered every three years; offered Spring 2003.

383 Latino Literature: Borders, Bridges, and Fences  This course focuses on the study of literary representations of borders as portrayed in text written by U.S. Latinos. These borders can be socioeconomic, national, linguistic, sexual, and/or racial. The readings for the course include the prose and poetry of canonical Latino writers. Satisfies the Comparative Values core requirement. Offered every three years; not offered 2002-2003.
Foreign Languages and Literature

385 Don Quijote: The Quest for Modern Fiction  Often described as the first modern novel, Cervantes's Don Quijote (1605 / 1615) set the standard against which all other "great novels" have been measured. In the course, students carry out a close reading of Don Quijote focusing on its reception across times as well as on its consistent appeal. Students also consider a sampling of the literary, critical, and philosophical responses the novel has spawned. Not offered 2002-2003.

390 Modern French Theatre: From Cocteau to Beckett  This course examines the human condition as depicted in twentieth-century French theater. The selected plays, among the most provocative expressions of our day, voice the major questions of what it means to be human in our contemporary society. Satisfies the Humanistic Perspective core requirement. Offered every three years; not offered 2002-2003.

393 Individuality and Transcendence in Medieval Literature  This seminar explores how medieval men and women writers depicted individuality and its transcendence in Arthurian romance and mystical writings. The juxtaposition of the knight's quest with the soul's journey leads to reflection upon how medieval culture has helped to shape modern notions of identity and gender. Satisfies the Comparative Values core requirement. Crosslisted as HUM 302. Offered every three years; offered Spring 2003.

395 Islamic Tradition  A study of the components of Islam and analysis of the internal dynamics that give to the Muslim world its uniqueness as a contemporary cultural phenomenon. The course examines the religious beliefs and the multiplicity of forms that this devotion takes at different times and places in history. Particular attention is placed on the Koran and Islamic Literature in Translation. Satisfies the Comparative Values core requirement. Offered only in Summer Session on an occasional basis.

Chinese

101/102 Elementary Chinese  Introduction to the fundamentals of Mandarin Chinese in four basic skills: comprehension, speaking, reading, and writing. Emphasis is on the development of communicative skills, in both oral and written language. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. 101 offered Fall term only; 102 offered Spring term only.

113 Intensive Chinese  An intensive elementary/intermediate course on Mandarin grammar, vocabulary, and usage. Emphasis is on acquiring the ability to use the language in conversational situations. Reading and writing also are required. Does not count toward fulfillment of Communication II, Option B core requirement. Prerequisite: Chinese 102. Offered only in Summer Session on an occasional basis, as part of the Tunghai, Taiwan Language program.

201/202 Intermediate Chinese  Development of oral and written fluency at the intermediate level. Emphasis is on the acquisition of basic sentence patterns and their application in day-to-day situations. Oral and written assignments on a variety of topics are included to enhance students' control of grammatical forms and communicative skills. Prerequisites: 201 and 202 are sequential courses: 201 or permission of instructor required for 202. 201 offered Fall term only; 202 offered Spring term only.

213 Intensive Intermediate Chinese  An intensive intermediate course on Mandarin grammar, vocabulary, and usage. Emphasis is on acquiring the ability to use the language in conversational situations. Reading and writing also are required. Does not count toward fulfillment of Commu-
Foreign Languages and Literature

301 Across the Strait: Cultures in China and Taiwan  Chinese language studies with specific concerns on issues related to popular culture as well as contemporary social and political conditions. This course includes a grammar review and a multimedia component, and aims for development of oral and written fluency at the advanced level with emphasis on reading, writing, and group discussion. Prerequisites: CHIN 202 or permission of instructor. Offered every three years, not offered 2002-2003.

303 Greater China: Commerce and the Media  Chinese language studies in the world of business and media. Areas of exploration include China, Hong Kong, Taiwan and their transpacific Chinese-speaking network. This course includes a grammar review and a multimedia component, and aims for development of oral and written fluency at the advanced level with emphasis on reading, writing and group discussion. Does not count toward the fulfillment of Communication II, Option B core requirement. Prerequisites: CHIN 202 or permission of instructor. Offered every three years, not offered 2002-2003.

305 From Bamboo Grove to Cyberspace: Chinese Literary Texts Now and Then  Chinese language studies focusing on classical and contemporary literary texts that are available in either traditional or electronic format. This course includes a grammar review and a multimedia component, and aims for development of oral and written fluency at the advanced level with emphasis on reading, writing and group discussion. Does not count toward the fulfillment of Communication II, Option B core requirement. Prerequisites: CHIN 202 or permission of instructor. Offered every three years; offered Spring 2003.

313 Intensive Advanced Chinese  An intensive advanced course on Mandarin grammar, vocabulary, and usage. Emphasis is on acquiring the ability to use the language in conversational situations. Reading and writing also are required. Does not count toward the fulfillment of Communication II, Option B core requirement. Prerequisite: Chinese 301 or 302 or equivalent. Offered only in Summer Session on an occasional basis as part of the Tunghai, Taiwan Language program.

French

101/102 Elementary French  Introduction to the fundamentals of French and focus on the development of comprehension, speaking, reading, and writing. Emphasis is placed on active communication. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. 101 offered Fall term only; 102 offered Spring term only.

201/202 Intermediate French  The course aims to develop oral and written fluency with contextualized, meaningful, and communicative activities, including study of films, multimedia and contemporary texts. Special emphasis is on acquiring the ability to use French in conversational situations, consolidating and expanding familiarity with previously studied grammatical forms, and developing vocabulary. Prerequisites: 201 and 202 are sequential courses; 201 or permission of instructor required for 202. 201 offered Fall term only; 202 offered Spring term only.

230 Advanced French  Integrated approach to the development of greater accuracy in communicative skills. Special emphasis on oral and written expression. The course may include a multimedia component and grammar review. Offered every other year; offered Fall 2002.
240  **French Studies in Commerce and the Media**  Applications of French in non-literary contexts. Expansion and application of French in the areas of economy, politics, media, and international issues. The course may include a multimedia component and a grammar review. Offered every other year; next offered Fall 2003.

250  **Culture and Civilization of France**  Readings, writing, and discussions based upon civilization and culture of France and the French-speaking world. Special emphasis on political and intellectual thought. This course may include a multimedia component. Offered every other year; next offered Spring 2004.

260  **Advanced Oral Expression**  This course combines linguistic functions and structures with culture through an integration of listening, speaking, reading and writing activities. The raw material derives from twentieth century French film. The course concentrates on improving oral fluency in French by using the topics of the film as starting points, sources of information, and illustrations of language in a cultural context for class discussions. Offered every other year; offered Spring 2003.

270  **Advanced French Writing**  Exploration and practice of various modes of writing: expository, epistolary, academic, and creative. Emphasis on rhetorical forms specific to French. This course may include a multimedia component and a grammar review. Does not count toward fulfillment of Communication II, Option B core requirement. Offered every other year; not offered Spring 2002-2003.

301  **Introduction to French Literature I**  Introduction to analysis and interpretation of French literature through close readings of major literary genres. Examination of works reflecting the literary and social history of France from the Middle Ages to the Revolution of 1789. Offered every other year; next offered Fall 2004.

311  **Introduction to French Literature II**  A study of the major genres of French literature from the revolution to the modern days through techniques of close literary analysis. Readings and discussion of French intellectual thought of recent years. Offered every other year; next offered Spring 2004.

321  **Introduction to French Literature III**  Close analysis of modern Francophone literature by women. Writings from France, Canada, Africa, and the Caribbean that address issues of personal autonomy, female creativity, social constraints, and cliches of sexual identity are examined. Does not count toward fulfillment of Communication II, Option B core requirement. **Prerequisite:** FREN 202 or equivalent. Offered every other year; offered Fall 2002.

401  **Medieval and Renaissance Literature**  An intensive study of selected literary works reflecting the intellectual, political, philosophical, and artistic changes from 1200 to 1600 AD. Does not count toward fulfillment of Communication II, Option B core requirement. Offered every other year; Spring 2003.

402  **Seventeenth and Eighteenth-Century French Literature**  An intensive study of the major literary texts of French Classicism and Enlightenment with emphasis on the philosophical and political transformations of the time period. Offered every other year; not offered 2002-2003.

403  **Nineteenth-Century French Literature**  A study of nineteenth-century French literary movements and close readings of selected texts. Examination of the interplay among the world of ideas and the political scene in France. Offered every other year; not offered 2002-2003.
Foreign Languages and Literature

404 Twentieth-Century French Literature  An intensive study of the major themes, forms, and techniques in modern French literature. Offered every other year; not offered 2002-2003.

480 Seminar in French Literature  Synthesis of various aspects of literary studies. Topics to meet special needs. Since content changes, this course may be repeated for credit. Not offered 2002-2003.

German

101/102 Elementary German  Classroom and laboratory practice to develop basic listening, speaking, reading, and writing skills. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. 101 offered Fall term only; 102 offered Spring term only.

201/202 Intermediate German  Review of grammar, oral and written composition, readings of contemporary authors. Prerequisites: 201 and 202 are sequential courses. 201 or permission of instructor required for 202. 201 offered Fall term only; 202 offered Spring term only.

230 Advanced German  Emphasis on syntax and conversations. Deals with fundamentals of composition, problems in language, translation, and advanced grammar. Prerequisite: successful completion of GERM 202 or equivalent. Offered every other year; not offered 2002-2003.

240 German Studies in Commerce and the Media  Application of German in the areas of business, banking, foreign trade, and introduction to news media. Does not count toward fulfillment of Communication I, Option B core requirement. Offered every other year; not offered 2002-2003.

250 Culture and History of Germany  Readings, writing, and discussions based upon civilization and culture of the German speaking countries. Offered every other year; offered Spring 2003.

270 Writing about Literature and the Visual Arts  Students are asked to develop the ability to write about and discuss in German four artistic media: literature, music, film, and the visual arts. Prerequisite: GERM 202 or equivalent. Does not count toward fulfillment of Communication II, Option B core requirement. Students who have received credit for GERM 231 may not receive credit for GERM 270. Offered every other year; offered Fall 2002.

301 Introduction to German Literature I  Introduction to methods of close reading, focusing upon great works of German literature from its beginnings through Classicism, with emphasis on literary and social history. Offered every other year; offered Fall 2002.

311 Introduction to German Literature II  A study of the major genres of German literature from the 1790s to the present through techniques of close literary analysis. Offered every other year; not offered 2002-2003.

401 Medieval Literature  Study of selected works reflecting the intellectual, political, philosophical, and artistic changes from the early Middle Ages to Baroque. Does not count toward fulfillment of Communication II, Option B core requirement. Offered every four years: not offered 2002-2003.

402 Romanticism  Emphasis on short prose fiction, theoretical essays, and lyric poetry and on the social, political, and philosophical history of the early-to-mid-nineteenth century. Offered every four years; offered Spring 2003
Foreign Languages and Literature

403 Novelle The history, theory, and development of the literary genre Novelle, featuring some of the more bizarre and fascinating works of the greatest German authors. Emphasis upon the function and limits of genre in literary analysis. Offered every four years; not offered 2002-2003.

404 Modern Literature Examinations of individual visions and reactions to the general context of cultural crises in early to mid-twentieth century Germany. Offered every four years; not offered 2002-2003.

480 Seminar in German Literature Synthesis of various aspects of literary studies. Since content changes, this course may be repeated for credit. Not offered 2002-2003.

Greek

Greek 101 Introduction to Ancient Greek I See Greek 101 in Classics section.

Greek 102 Introduction to Ancient Greek II See Greek 102 in Classics section.

Greek 201 Intermediate Greek See Greek 201 in Classics section.

Greek 301 Advanced Greek Reading See Greek 301 in Classics section.

Japanese

For all students of Japanese: Full-time Puget Sound students are given priority in enrolling. Students not full-time must also have the instructor's permission.

101/102 Elementary Japanese Introduction and development of the four basic language skills: comprehension, speaking, reading, and writing. Acquisition of two native scripts, Hiragana and Katakana, is emphasized in 101. Emphasis is on basic sentence patterns with basic vocabulary and development of communicative skills in everyday situations. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. 101 offered Fall term only; 102 offered Spring term only.

201/202 Intermediate Japanese Development and practical communication skills by enhancement of oral and written skills at the intermediate level. Previously studied grammatical patterns are consolidated and expanded upon, while new ones are introduced. Prerequisites: 201 and 202 are sequential courses; 201 or permission of the instructor required for 202. 201 offered Fall term only; 202 offered Spring term only.

301/302 Third Year Japanese Previously studied grammatical patterns are consolidated and expanded upon, while new ones are introduced. Development of oral and written fluency, and reading at the third-year level. Lesson topics focus on current as well as traditional uses. Prerequisites: 301 and 302 are sequential courses; 301 or permission of the instructor required for 302. 301 offered Fall term only; 302 offered Spring term only.

401/402 Fourth Year Japanese Previously studied grammatical patterns form the basis for doing close readings of essays and various genres of mostly contemporary Japanese literature. Development of oral and written fluency appropriate to the fourth-year level. Does not count toward fulfillment of Communication II, Option B core requirement. Prerequisite: Japanese 302 or consent of instructor. 401 offered Fall term only; 402 offered Spring term only.
Foreign Languages and Literature

Latin

Latin 101  Elementary Latin I  See Latin 101/102 in Classics section.
Latin 102  Elementary Latin II  See Latin 101/102 in Classics section.
Latin 201  Intermediate Latin  See Latin 201 in Classics section.
Latin 301  Advanced Latin Reading  See Latin 301 in Classics section.

Spanish

101/102  Elementary Spanish  These courses are an introduction to the fundamentals of Spanish and focus on the development of four skills: comprehension, speaking, reading, and writing. Emphasis is placed on active communication and the development of oral and comprehension skills. Prerequisites: 101 and 102 are sequential courses: 101 or permission of the instructor required for 102. 101 offered Fall term only; 102 offered Spring term only.

201/202  Intermediate Spanish  These are mid-level courses for students seeking to perfect their command of Spanish. The courses consist of oral and written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The courses also include a thorough review of grammar at a fairly advanced level. Usage of interactive WWW-based resources is an integral part of these courses. Prerequisites: Four years of high school Spanish, SPAN 102, or permission of instructor required for 201; 201 or permission of instructor required for 202. 201 offered Fall term only; 202 offered Spring term only.

230  Advanced Spanish  Emphasis on mechanics of spoken and written Spanish. This course deals with the fundamentals of composition, problems in language, translation, and advanced grammar. This course has a multimedia component. Prerequisite: SPAN 202 or equivalent. Offered every other year; offered Fall 2002.

240  The Uses of Spanish  Applications of Spanish in non-literary contexts. This class emphasizes the perfection of practical oral and written skills. It focuses on issues related to popular culture, technology, foreign trade, news media, cinema and/or some professional uses of Spanish. A grammar review is included. This course has a multimedia component. Prerequisite: SPAN 202 or equivalent. Offered every other year; not offered 2002-2003.

250  Hispanic Cultural Studies  This course introduces the student to cultural studies. This course considers the history, visual art, music, and prevalent cultural myths integral to the civilizations and cultures of Spain and Latin America. The course considers the relevance of these cultural elements within a Hispanic context and a larger world perspective. This course has a multimedia component. Prerequisite: SPAN 202 or equivalent. Offered every other year; offered Spring 2003.

270  Writing Seminar  Exploration and practice of all the modes of writing: epistolary, expository, academic, and creative. This course has a multimedia component. Prerequisite: SPAN 202 or equivalent. Does not count toward fulfillment of Communication II, Option B core requirement. Offered every other year; not offered 2002-2003.

301  Hispanic Literary Studies  A study of the major genres of Hispanic literature through close analyses of selected masterpieces. This class prepares the student for more advanced studies in literary and cultural studies. This course has a multimedia component. Prerequisite: Any one of SPAN 230, 240, 250, 270 or equivalent. Offered every year; offered Fall 2002.
Foreign Languages and Literature

311 Literature of the Americas  A panoramic survey of the literature of the Americas. The texts studied in the course reflect literary developments up to the present. Works to be discussed illustrate cultural elements that are evidenced in today's society. Latin literature written in the United States may also be included. This course has a multimedia component. Prerequisite: Any one of SPAN 230, 240, 250, 270 or equivalent. Offered every other Fall term; not offered 2002-2003.

321 Hispanic Short Story  This course considers the main cultural and literary issues of the Hispanic world as represented in the short story. Writers from both sides of the Atlantic are studied with emphasis on the close reading and analysis of the texts. This course has a multimedia component. Prerequisite: Any one of SPAN 230, 240, 250, 270 or equivalent. Offered every other year; not offered 2002-2003.

350 Spanish Cinema: A Historical Reading  An overview of Spanish cinema since the Civil War to the present. All films are studied in reference to the historical developments in Spain from 1939 to the present. Works by Berlanga, Bunuel, Saura, and Almodovar is screened. Course includes required screening lab. This course has a multimedia component. Does not count toward fulfillment of Communication II, Option B core requirement. Prerequisite: Any one of SPAN 230, 240, 250, 270 or equivalent. Offered every other year; offered Spring 2003.

370 Survey of Twentieth-Century Latin American/Latino Theatre  This course explores major theatre pieces of the twentieth century and is organized around important theatrical centers in Latin America and the study of terminology related to the theatre. The two largest units focus on Argentina and Mexico, but the course also covers plays from Chile, Puerto Rico, Cuba, and some Chicano works. The growing importance of performance theory and art is included in the coursework. Does not count toward fulfillment of Communication II, Option B core requirement. Prerequisites: Any one of SPAN 320, 240, 250, 270 or equivalent. Not offered 2002-2003.

401 Medieval Spanish Literature  An intensive study of selected works reflecting the intellectual, political, and aesthetic changes in Spain from 1140 to 1499 AD. This course has a multimedia component. Satisfies the Comparative Values core requirement. Offered every four years; not offered 2002-2003.

402 Spanish Literature of the Golden Age  An intensive study of selected works reflecting the intellectual, political, and aesthetic changes in Spain from 1492 to 1681 AD. This course has a multimedia component. Offered every four years; not offered 2002-2003.

403 Eighteenth and Nineteenth-Century Spanish Literature  A survey of Spanish literature between its two golden ages: close reading of selected texts; consideration of the Enlightenment, Romanticism, and Realism in a Spanish context; and examination of interplay among society, politics, art, and literature. This course has a multimedia component. Offered every four years; not offered 2002-2003.

404 Twentieth-Century Spanish Literature  A study of Spanish literature from the generation of 1898 to the present. Close readings of selected texts from all literary genres. This course has a multimedia component. Offered every four years; not offered 2002-2003.

410 Spanish-American Literature of the Colony and Independence  This course is a comprehensive study of the literature of Latin America from the European exploration, conquest, and colonization, to the independence of the colonies in the nineteenth century, when the nations of the region were established. It includes the late nineteenth century and the emergence of Modern-
ISM, the first literary movement to originate in Latin America. This course has a multimedia component. Offered every three years; not offered 2002-2003.

411 Twentieth-Century Spanish-American Literature Masterpieces  The course introduces students to the principle tendencies, texts, and writers of twentieth-century Spanish-American narrative. The class considers why these works have achieved the recognition that they have and the significance that they have in Latin America and the world. The class consists of close readings of contemporary literary works reflecting the social, historical, political, and aesthetic changes in Spanish America over the span of the twentieth century. The course focuses on novels and short stories as different as the Fantastic literature of Jorge Luis Borges, the nativism or "indigenismo" of Miguel Angel Asturias, the literary chronicling literature of the Mexican Revolution of Juan Rulfo, the Magical Realism of Garcia Marquez, and the "boom" and "post-boom" works of South America's finest writers. The organizing principle that ties the course together is a socio-historic framework, which also takes into account the relevant artistic and literary currents of the day. Does not count toward fulfillment of Communication II, Option B core requirement. Offered every four years: not offered 2002-2003.

480 Seminar in Hispanic Literature  Synthesis of various aspects of literary studies. Topics to meet special needs. Since content changes, this course may be repeated for credit. This course has a multimedia component. Offered Fall 2002 and Spring 2003.

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**GEOLOGY**

Professor: Barry Goldstein; J. Stewart Lowther
Associate Professor: Michael Valentine, Chair
Assistant Professor: Jeffrey Tepper
Instructor: Kenneth Clark
Research Professor: Albert A. Fegers

**About the Department**

The Geology Department has modern, well-equipped facilities designed to support a program which integrates classroom, laboratory, and field studies and also takes advantage of the local and regional geologic setting.

Among special interests of the geology faculty are volcanic rocks and tectonics of the Northwest (Cascades, Columbia River, Puget Lowlands, and Plateau), computer applications in geology, sedimentary processes (Puget Sound), glacial and Pleistocene geology (Puget Lowland, Colorado Rockies, and the upper Midwest), behavior of the Earth's magnetic field in the past, and geology of the Olympic Peninsula and of the Colorado Plateau.

Other areas of faculty concern are paleobotany, regional geology of North America, environmental geology, and the application of the scanning electron microscope to geology. Geology majors and faculty have on-going research projects in the Northwest, western North America, and Central America.

The Geology Department is continually expanding its fossil, mineral, rock, and map collections. In addition, the Collins Memorial Library has extensive holdings both of modern and classical geologic literature which have been selected to support and sustain the undergraduate geology program.
Geology

Equipment available for instruction and research includes a fully-equipped environmental geochemistry laboratory, paleomagnetics laboratory, petrographic and binocular microscopes, hammer seismograph, microcomputers, sedimentology laboratory, global positioning system, survey instruments, spectrometer, gravity meter, magnetic susceptibility meter, magnetic separator, and thin section machinery. Additional equipment shared within the Science Division includes an X-ray diffractometer and spectrometer and a scanning electron microscope equipped with a microanalyzer. Geology majors also have access to the University computer facilities.

Students who major in Geology or in Natural Science-Geology acquire the ability to examine the natural world in an analytical fashion, using skills developed in major courses and drawing both qualitative and quantitative conclusions from their own observations. In the latter part of students’ time at Puget Sound, the more project-oriented courses provide students with the opportunity to integrate knowledge gained at all levels of their educational experience.

Specifically, the department assures Geology graduates are
1) Able to observe and interpret the natural world around them;
2) Able to acquire and use scientific knowledge to make informed decisions regarding important issues such as resource use, natural disaster policy, and hazardous waste disposal;
3) Prepared for the required field camp experience;
4) Well-prepared for graduate school or typical entry-level positions in the current job market.

Students graduating in geology enter directly into professional positions or continue their studies at the graduate level. Puget Sound geology graduates are currently employed in industry, governmental agencies, and educational institutions, both in the United States and abroad.

Requirements for the Major

Geology is the application of biology, chemistry, mathematics, and physics to the study of the earth. Students majoring in Geology must understand the principles and techniques of these disciplines as well as the basic skills and concepts of geology. A Geology major consists of the following sequence of related courses:

1) 10 Geology units to include
   a. One unit from GEOL 101, or 102, or 104, or 110;
   b. GEOL 200, 206, 302, 492, and a departmentally-approved summer Geology field camp, normally taken between the junior and senior years;
   c. Four units from the following: GEOL 301, 303, 304, 305, 310, 320, 330
2) CHEM 110 and 111 or 230, MATH 121 AND 122 (or 257 or 271), PHYS 111/112 or 121/122
3) A grade of C or better must be received in all Geology department courses, and a GPA of 2.0 or better must be maintained for all 16 courses required for the major.
4) Exclusive of the summer Geology field camp and senior thesis, at least four units of the required Geology courses must be completed at Puget Sound.

The Geology Department may not apply a course more than 10 years old to a major.
Requirements for the Minor

The minor consists of at least 6 of courses required and must include one unit from GEOL 101, or 102, or 104, or 110 (only one unit counts toward the minor) and GEOL 200 and any four additional Geology courses. At least three of these courses must be completed at Puget Sound.

The Geology Department may not apply a course more than 10 years old to a minor.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 11.

101 Physical Geology Survey of physical processes acting on and within the earth. Includes laboratory. Satisfies a Natural World core requirement. Credit will not be given to both GEOL 101 and 104.

102 Time, Life, and Rocks Deals with some of the interpretive aspects of geology—how geologists read rocks to learn of the physical and biological history of the earth. Includes laboratory. Satisfies a Natural World core requirement.

104 Physical Geology of North America This course examines the range of natural environments of North America and the geologic, climatic, and biogeographic basis for this diversity. Focusing on the major physiographic divisions of the United States and Canada, the course looks at the relationship between these fundamental factors, the unequal distribution of natural resources, and the geography and history of human response to them. Lecture and lab. Satisfies a Natural World core requirement. Credit will not be given to both GEOL 101 and 104. Not offered 2002-2003.

105 Oceanography This course investigates the origins and nature of the Earth's oceans. It looks at processes acting within the oceans (tides, currents, waves), interaction of the oceans, atmosphere, and continents, and the effects of these processes on life on Earth, including humans in the northwestern U.S. These factors are studied in the "big picture" context of the Earth as an integrated system in which each process affects the others. A portion of the lab time is devoted to measurement of the properties of oceanic and crustal materials, some of which are collected locally from Puget Sound. Other labs are used to familiarize students with maps, charts, and other information sources. Emphasis is placed on making inferences about Earth systems from data gleaned from students' own measurements and other sources. Satisfies a Natural World core requirement.

110/ Regional Field Geology This course focuses on one of several geologic provinces in North America in the most direct manner possible—in the field. After an initial lecture orientation, the class explores the rocks, land forms, structures, and fossils first hand. Students learn to make their own observations and interpretations along the way. Each student becomes an expert in the geology of a selected area and makes in-field presentations to the rest of the class, as well as compiling a field notebook of the features that the class examines. Trips include the Colorado Plateau, the Death Valley region, and the Pacific Northwest. Satisfies a Natural World core requirement. Prerequisites: permission of instructor.

200 Introduction to Mineralogy and Petrology This course introduces the methods used to identify minerals and rocks and provides an overview of the processes by which they form. Topics covered include chemical and physical properties of minerals, mineral associations, and the classification, genesis, and interpretation of igneous, sedimentary, and metamorphic rocks. Labs empha-
size the identification of samples in hand specimen and by x-ray diffraction. Prerequisite or corequisite: GEOL 101 or 102 or 104 or 110.

206 The Earth Revealed This course investigates the shape, composition, and formation of the major internal and external features of the Earth: ocean basins, continents, mountain ranges, the core, the mantle, and the lithosphere. A large portion of time is spent obtaining and interpreting quantitative geophysical measurements of Earth properties. This includes collecting and analyzing seismic, gravity, and magnetic and paleomagnetic data, measuring the gravitational constant, and determining Earth’s size and mass, the thickness of the crust, and the distance to earthquake epicenters. Emphasis is placed on geophysical methods used by scientists in the measurement of basic Earth properties. Prerequisite: high school mathematics through trigonometry and one year of high school science, GEOL 110 or 102 or 104 or 110 or permission of instructor. Offered every other year; not offered 2002-2003.

301 Sedimentary Geology The origin, texture, composition, classification, and interpretation of sediments and sedimentary rocks. The various methods for studying these materials in the field and laboratory are emphasized. A portion of the course is devoted to the main groups of microscopic fossils that occur as components of many sedimentary rocks. Prerequisite: GEOL 200. Offered every other year; offered Fall 2002.

302 Structural Geology and Tectonics Study of earth’s architecture, major tectonic features and processes, and folding and fracturing in rocks; lab and field projects included. Prerequisite: GEOL 200. Offered alternate years; offered Spring 2003.

303 Geomorphology Detailed study of agents, processes, and products involved in landscape development and water movement at the Earth’s surface. Special emphasis is on the effect of the Pleistocene (Ice Age) climate on landforms. Prerequisite: GEOL 200. Offered alternate years; next offered Fall 2003.

304 Igneous and Metamorphic Petrology A study of the properties and genesis of igneous and metamorphic rocks; rock description and classification; outcrop observation; mapping techniques; and geological report writing. Prerequisite: GEOL 200. Offered alternate years; next offered Fall 2003.

305 Earth History The principles, methods, and materials of stratigraphy and paleontology used to interpret the physical and biological history of the Earth. Emphasizes the classification, correlation, interrelationships, and interpretation of rock strata and of the various types of fossils that occur in these rocks. Prerequisite: GEOL 101 or 102 or 104 or 110. Offered every other year; next offered Spring 2004.

310 Water Resources This course examines the physical, chemical, and geologic processes that determine the distribution, movement, and nature of freshwater resources (rivers, lakes, wetlands, and groundwater). It pays particular attention to issues of water supply and quality by focusing on case studies from throughout North America. Lab and field exercises introduce the fundamentals of measuring and modeling river and groundwater flow; field trips to several dams and reservoirs in Washington illustrate some of the ways that surface water resources are utilized. Prerequisite: GEOL 101 or 102 or 104 or 110. Offered every other year; offered Spring 2003.

320 Environmental Geochemistry This course provides an introduction to the ways in which chemical principles are used to study geological and environmental processes. The emphasis is on low-temperature processes that influence the chemistry of water, sediment, and soil. Specific top-
ics include aqueous solutions, thermodynamics, mineral-water equilibria, oxidation-reduction reactions, adsorption-desorption processes, and applications of radiogenic and stable isotopes. The laboratory component of the course is field-based and involves sampling and analysis of water and sediment from around Tacoma. Prerequisites: GEOL 101, or 102, or 104, or 100, and CHEM 110, or permission of the instructor. Offered every other year; offered Fall 2002.

330 Regional Field Geology  See description for GEOL 110. Prerequisites: permission of instructor and GEOL 101 or 102 or 104 and 200.

492 Senior Thesis  Research and preparation of a senior thesis under the supervision of a faculty member.

495/496 Independent Study Project  Credit variable up to one unit.

### HISTORY

Professor: Suzanne W. Barnett, Robert G. Albertson Professor; William Barry; William Breitenbach; Nancy Bristow; Terry Cooney; Walter Lowrie; David F. Smith, Dolliver National Endowment for the Humanities Distinguished Teaching Professorship; Theodore Taranovski, Chair

John B. Magee Professor of Science and Values (Honors): Mott T. Greene

Associate Professor: John Lear

Assistant Professor: Douglas Sackman

Visiting Assistant Professor: Christopher Gerteis; Mark Largent

### About the Department

Convinced that the study of history is an essential component of a superior education in liberal arts and sciences, the Department of History offers a strong academic program in a number of areas within the discipline of history. Students who study history develop and sharpen their minds as they learn to think, to evaluate, to communicate, and ultimately to judge. They gain a fundamental understanding of the world in which they live and of the diverse forces that have shaped both past and present. Their work in history helps them to know themselves and to appreciate societies that are different from their own, and they discover how to place contemporary issues and problems within a broad historical perspective.

All students, no matter what their major, benefit from the study of history. Students of the humanities learn to appreciate the development of literature, art, music and philosophy. Social science majors better understand social change by examining the history of past societies. Students who major in the sciences gain insight into the complex interaction between the social and cultural environment and the evolution of scientific thought. All students acquire perspective on the social, political, and economic relationships that shape the world in which they live and work.

History majors, who fulfill the department’s academic requirements and experience the variety of departmental instructional methods, acquire 1) substantial and substantive knowledge of the past, 2) conceptual understanding of history as a scholarly discipline, 3) professional skills necessary for independent historical research, and 4) a sense of historical perspective. They have an opportunity to study with excellent faculty, who provide them with rigorous instruction in both broad subject areas and specialized fields. The sound training that students receive as undergraduates prepares them well for graduate study in history and other professional pro-
grams, or for rewarding careers in business, education, socially oriented vocations, and government service. Indeed, the methods of learning and the ways of thinking that they develop as history students will prove applicable to the demands of any career that they pursue in later life.

While courses in the Department of History, as a rule, have no prerequisites, they are numbered at three levels that indicate increasing degrees of sophistication, difficulty of material, and workload. Most students with no college work in history first take a 100 or a 200 level course; students with particular interests, however, including juniors and seniors from other departments, are encouraged to take courses at the 300 level at any time, after consulting with members of the Department of History or the instructor. Students considering graduate study in history should seek guidance from the department's graduate school advisor or other members of the department; such consultation could occur as early as the freshman or sophomore year.

Requirements for the Major

A major in History consists of 10 units:

1) Completion of a minimum of 10 units in the Department of History to include
   a) two-unit survey sequence: either HIST 101 and 102 or HIST 152 and 153;
   b) one unit from the following: HIST 245, 247, 280, 281;
   c) HIST 200;
   d) five additional units, at least four of the five at the 300 and 400 levels;
   e) HIST 400.

2) HIST 100 does not count toward the major. The following courses from Classics, up to a limit of two units, can count toward the major in History: CLSC 211, 212, 305, 306, 308, 390.

3) The eight departmental units excluding HIST 200 and HIST 400 must include at least one unit each in three of the following four areas: Asian history, European history, Latin American history, and United States history.

4) At least five units of the ten required for the major must be completed in residence at the Tacoma campus.

5) A GPA of 2.0 in the major is required; only courses in which a student has received a grade of C- or better may count toward the major.

6) Any deviation from these requirements must be approved in writing by the Department of History faculty meeting as a whole.

7) The Department of History reserves the right to exclude a course more than 10 years old from completing a major requirement.

Notes

1) Classics courses in ancient history will be considered part of the European area of emphasis. History 323 may count in either the European or the Asian area.

2) The department advises students who plan to do graduate work in the discipline, especially in European, Asian, or Latin American history, to take at least two years of an appropriate foreign language.
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Requirements for the Minor

1) Completion of a minimum of six units in the Department of History to include
   a) One unit from HIST 101, 152, 230, 245, 247, or 280;
   b) Five additional units in the Department of History, three of which must be taken at the
      300 level.

2) Students minoring in History must select courses from at least two of the following four areas
   of emphasis: Asian history, European history, Latin American history, or United States history.

3) At least three units of the six units must be completed in residence at the Tacoma campus.

4) A GPA of 2.0 is required for the minor; only courses in which a student has received a grade of
   C- or better can count toward the minor.

5) Any deviation from these requirements must be approved in writing by the Department of
   History faculty meeting as a whole.

6) The History Department reserves the right to exclude a course more than 10 years old from
   completing a minor requirement.

Notes

1) Students interested in ancient history are advised to minor in Classics under Track II.

2) The Department advises students interested in pursuing a career in teaching to take History
   200 as one of their six units.

3) History 323 may count in either the European or Asian area of emphasis.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each
academic year. Please see “Frequency of Course Offerings” on page 11.

100B The History of Exploration: A Freshman Seminar in Writing  This course offers extensive
and intensive practice in writing and revising expository prose. The course topic is the exploration
of the Arctic and Antarctic regions, with attention as well to the exploration of North America by
European visitors and immigrants. Texts include expedition accounts, diaries, journalistic essays,
and narrative histories of exploration. The course develops skill in critical reading and thinking,
and in writing for a wide variety of audiences. Students receive intensive and individual attention
through regularly scheduled tutorial conferences. Satisfies the Communication I core require-
ment; does not count toward the major in History. Offered every three years; not offered 2002-
2003.

100C Scholars and Warriors in China and Japan: A Freshman Seminar in Writing  This intro-
ductive text-based course in written communication examines the individual and society in Chi-
nese and Japanese history with thematic emphases on the bureaucratic style of governance by
scholar-officials in late dynastic China and the feudal-warrior style of rule in early modern Japan.
The underlying assumption of the course is that these styles continue in contemporary China
and Japan and also have influenced greater Asia. Study of the generation of these styles, their impact
on the ideas and behavior of individuals, and their modification over time in the interest of “Con-
fucian” socio-political order affords understanding of East Asian life and thought and the separate
historical experiences of China and Japan; it also serves as a basis for the cultivation of critical
thinking and effective writing. Course readings include a range of sources, both primary and sec-
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ondary, that inform extensive and intensive assignments in writing, both process and polished, for different audiences; some assignments require library research and presentation of work-in-progress. Satisfies the Communication 1 core requirement; does not count toward the major in History or in Asian Studies. Offered Fall 2002.

101 Roots of the Western Experience Modern Western men and women cannot hope to understand themselves without the perspective of their five thousand years of civilized experience. "Roots of the Western Experience" analyzes many facets of human endeavor from antiquity to the seventeenth century, primarily from the perspective of an examination of relationships between economic factors and the essential nature of the social, political, and ideological systems of each society studied. Students increase their understanding and awareness of themselves and their past, including an appreciation for continuities and discontinuities in the many generations and societies since ancient Sumeria and Egypt. Students are also introduced to the attitudes and methodology of historical inquiry. Satisfies the Historical Perspective core requirement.

102A Western Civilization: The Rise of the Modern State A thematic introduction to modern European history (fifteenth through twentieth century). Institutional and organizational evolution of the modern state and of socioeconomic forces that have shaped it: investigation of the changing scope and content of governmental activity; analysis of political theories and ideologies that reflected and justified this evolutionary process. Satisfies the Historical Perspective core requirement.

102B Western Civilization: The Rise of an Industrial Society The development of social and political forces that have shaped modern Europe since the Industrial Revolution. Satisfies the Historical Perspective core requirement.

145 Sightings: China in European and American Perception—A Freshman Seminar in Historical Perspective China as an idea and a destination long has held fascination for European and American travelers and has entered the popular imagination of their countrymen at home. This course explores the images of China in European and American perception through classic works such as Marco Polo's Travels and Pearl Buck's The Good Earth. Critical analysis of varied texts enables understanding of China as part of a broader world connected by commerce, curiosity, and global politics. This course also includes cultivation of the methodology of historical scholarship—determination of the uses and quality of evidence, the search for corroborative data, and the creation of tenable historical interpretations and arguments. Satisfies the Historical Perspective core requirement. Not offered 2002-2003.

152 Survey of United States History to 1877 This course traces the development of American society and culture from the colonial period through Reconstruction. It focuses on two related themes in the history of the American people: the perennial struggle to balance freedom and order and the continuing effort to puzzle out what it means to be American. Satisfies the Historical Perspective core requirement.

153 The United States Since 1877: A Perspective on American Concerns This course provides a survey of modern American history, considering both the texture of historical issues in their own time and the relationship between past and present. Each time the course is offered, particular emphasis falls on two or three themes chosen from economic, political, social, and diplomatic history. Sources include general texts, specialized studies, primary documents, and literary materials. The course addresses the question of how historians work as well as the conclusions they reach. Satisfies the Historical Perspective core requirement.
00 Doing History: An Introduction This course is designed to introduce prospective majors to the discipline and Department of History. In it, students learn what history is and how historians think and work. The course teaches students to do the two things that historians do: develop interpretations from primary sources and critically evaluate the interpretations advanced by other historians. Emphasis is placed on the methods and skills of reading, analyzing, discussing, and writing history. Reading assignments expose students to a variety of current approaches to history. Writing assignments give students practice in the types of historical writing that will be expected of them in upper-division history courses. History 200 is intended to be taken in the sophomore year or as soon as a History major or minor is declared. At least one prior course in History is desirable but not required. Students minoring in History or majoring in other disciplines are also welcome.

22 Spanish Conquest, Settlement, and the World of “Other” in Moorish Spain and Aztec Mexico The Reconquest of Moorish Iberia and the conquest of Mexico are two parallel and consecutive occasions in which Spaniards faced known and unknown peoples with their own sophisticated, self-assured cultures. The crusading forces that recaptured much of Iberia over 800 years, and the Spanish adventurers who conquered New Spain in the early sixteenth century, both attempted to build their new lives in the perfected image of the ones they had left behind. In the process, they brought their own definition as a people into violent confrontation with that of an equally complex “Other.” The conflict, accommodation and assimilation necessary on the part of the conquerors and the conquered form the subject of this seminar. Offered only on the ILACA Granada program. Offered Spring 2003 only.

30 The Roots of English Society and Politics An examination of the salient developments in English society and politics from pre-Roman Britain to the seventeenth century. Satisfies the Historical Perspective core requirement. Credit for Hist 230 will not be granted to students who have completed Hist 233. Offered every three years; not offered 2002-2003.

31 Modern British Society and Politics This course assesses both the problems and achievements of British society since the mid-nineteenth century. Satisfies the Historical Perspective core requirement. Offered every other year; offered Fall 2002.

32 Tudor England The sixteenth century in England was an era of political and religious reformation, of social and economic transformation. The Tudor monarchs oversaw the flowering of English culture, particularly in portraiture, music, country houses, and drama. Yet, it was also an age of increasing religious division, poverty, and witchcraft trials. This course explores these themes through a combination of lecture, discussion and activities such as guided walks and museum visits. Lectures proceed chronologically to give students a broad understanding of the political and social history of Tudor England. Discussions and papers are based on readings from contemporary sources – including Thomas More’s Utopia, proceedings of Elizabeth I’s parliaments, and a history play by Shakespeare – through which students explore the attitudes, ideas and issues which shaped the century. Taught only as a part of the ILACA London Program.

33 The Making of Modern England This course combines lecture, discussion and field trips so that students become familiar with the major themes and developments that have shaped the course of English history before the Industrial Revolution. In general, the course proceeds chronologically, though it is concerned far more with social structures and contexts that with a timeline of events. This course is designed to use as fully as possible the many resources available in London for the study of English history. Thus six classes are held off site, to visit a museum or
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take a walk through some of the historical areas of the city. Classes on site are divided between lecture and discussion. Offered only as part of the ILACA London program. Credit will not be granted to students who have completed HIST 230.

234 History of London This course traces the history of London from its Roman origins to 1945. The course has four goals: to gain a general understanding of the history of this city over 2000 years and how royalty, trade, religion, and transport have shaped the pattern of growth. The second aim is to overlay that intellectual understanding with a visual sense of the way London grew. The third is for students to learn about historical methods and the kinds of sources available for studying London. The fourth goal is to have students apply this background and skills to investigate an aspect of London history of particular interest to them. Offered only as part of the ILACA London Program.

245 Chinese Civilization This course is a survey of the foundations and evolution of China's cultural tradition over a period of approximately 4,000 years, to about 1800. Consideration of society's malcontents, a wide range of thought, political upheavals, and economic change informs analysis of China's lasting institutional structure and enduring ideology generally understood as the Confucian heritage. Satisfies the Historical Perspective core requirement.

247 The Forging of the Japanese Tradition This introductory survey of Japanese culture from its beginning in about 1840 examines the formation and evolution of the early Japanese imperial state, the emergence and disposition of Japan's feudal system of rule by a military elite, and commercial and social change in the early modern era of Tokugawa Japan. Special attention to enduring values enables understanding of the persistence of Japan's distinctive tradition despite cultural innovations from both indigenous and outside sources. Satisfies the Historical Perspective core requirement.

248 Political and Cultural History of the Kansai Region This course examines the role of the Kansai region (the region around the cities of Nara, Kyoto, and Osaka) in Japanese history, with particular attention to the Asuka/Nara and Heian Periods when Kyoto was Japan's undisputed political and cultural center. Field trips to important Kansai sites from virtually all periods of Japanese history provide a framework for a course that blends the political and cultural development of Japan's historical "heartland." Offered in Fall 2002 as part of the Pacific Rim/Asia Study-Travel program.

254 African American Voices: A Survey of African American History This course explores the historical experiences of African Americans in the United States from the colonial period to the present. Students study the diversity of experiences that have constituted African American life, exploring the lives of individual African Americans, while also looking at the development and evolution of African American communities, and the interactions of African Americans with other Americans. Because racism has played such a significant role in shaping African American lives, students also explore the construction of the concept of "race," the interrelationship of the political, cultural, social, and intellectual forces that have given meaning to that concept, and the ways African Americans have responded to it across time. The course texts include not only the writings of historians, but especially the written and spoken words of African Americans, with particular emphasis on autobiographies. Satisfies the Historical Perspective core requirement. Offered every other year: not offered 2002-2003.
280 Colonial Latin America  This course is a survey of the early period of Latin American history, from 1492 to 1826. It begins with an overview of the European background and the major indigenous civilizations in what became known as the New World. The central focus is on the encounter of indigenous and Iberian cultures and the process of conquest, resistance and mutual transformation that ensued over the next three centuries. Attention is also given to the social and economic structures and institutions of the colonies themselves, the development in some regions of plantation economies using slave labor from Africa, and the evolving relationship of Spanish America and Brazil to Europe, culminating in the wars of Independence. Satisfies the Historical Perspective core requirement.

281 Modern Latin America  Beginning with the transition from colonies to independent nations and ending with the debt crisis and political transitions of the 1980s, this course considers the Latin American region from the perspective of its subordinate incorporation into the world economy, its struggles for democratic institutions and equitable development, and its class, gender, and ethnic relations. Satisfies the Historical Perspective core requirement. Offered Fall 2002.

283 The United States and Latin America  This course surveys relations between the United States and Latin America from the early nineteenth century to the present, with an emphasis on the interrelationship of economic, political, social, and cultural factors. Principal themes, considered through a variety of analytical and historical perspectives on international relations, include the changing framework and principles of foreign policy and the nature of economic trade and investment in the region. Satisfies the International Studies core requirement. Offered 2003-2004.

302 Birth of Europe  Survey of Medieval west from fifth through the tenth century: the fall of Rome, the "barbarian" invasions, the rise of Islam, Viking attacks, and the foundations of European civilization. Offered every other year; next offered Fall 2003.

303 The High and Later Middle Ages  Study of the medieval world from ca. 1000-1500. Topics covered include economic development and social change; achievement of a dynamic, distinctive European intellectual and aesthetic structure: triumph and decline of the church; analysis of popular religious movements: development of medieval political institutions; the problem of the decay of medieval civilization. Offered every other year; next offered Spring 2004.

304 Renaissance Europe  This course examines traditional and non-traditional interpretations of the Renaissance by tracing the impact of humanism in Italy and Northern Europe between 1350-1530. Emphasis is placed on the political, economic, and social climate that produced achievements in science, political and social theory, and education, based on the revival of antiquity. The nature of religion during the period is discussed in terms of popular culture and Christian humanism. An understanding of the epoch is enhanced by examination of the works of some of the leading figures who contributed to the culture of the Renaissance: Machiavelli, Castiglione, Sir Thomas More, Erasmus. et. al. Offered every other year; offered Spring 2003.

306 The Modernization of Europe: From Agrarian to Industrial Society  The transformation of European society from an ideologically traditional, village-centered political, social, and economic life to an ideologically "revolutionary," urban-, factory- and government-centered existence. This process of modernization, the product of numerous antecedents, took essential, perhaps irrevocable. form during the eighteenth century: profound demographic, economic, political, and social movements began to alter, to reshape much of the European existence. Offered every other year; offered Spring 2003.
309 European Peasants and Their World  An examination of the European peasant world from the Middle Ages through the twentieth century. Beginning with the problem of defining and identifying "peasants," the class proceeds to examine peasant economic, social, and political organization, peasant cultures and mentalities. The study of all these aspects leads to an understanding of peasant value systems. Special attention is given to the process of change as the peasants' world, and their value systems, responding to forces within and external to peasant society during the past seven hundred years, finally succumbed before the significantly different structures and value systems represented by the term "modernization." Satisfies the Comparative Values core requirement.

310 Europe in the Twentieth Century: 1914-1991  This course examines the impact of World War I, the depression and the rise of fascism. The experience and the results of World War II and the resurgence of Europe in the post war period is assessed. Attention is given to the national history of the major powers in Eastern and Western Europe. Students who have received credit for HIST 218 may not receive credit for HIST 310. Not offered 2002-2003.

312 History of Science: The Scientific Revolution of the Twentieth Century  This course is a non-technical survey of the emergence of the contemporary scientific world view: quantum theory, relativity, "big-bang" cosmology, modern evolutionary and molecular biology, and continental drift. Offered every three years; offered Spring 2003.

315 The Rise of European Fascism  History of fascism as a popular, mass movement which heralded itself as the twentieth century alternative to liberalism, socialism, and communism. The course explores the varieties of fascism in, among others, Germany, Italy, Spain, France, Hungary, and Romania. It focuses on the intellectual origins and political programs of the fascist parties and on the social groups which supported them and analyzes the various theories explaining the fascist phenomenon. Offered every three years; next offered 2003-2004.

317 European Intellectual History, Nineteenth and Twentieth Centuries  This course explores the origins of the modern world-view in the rise of systems of ideas (and their associated political programs)—conservatism, liberalism, materialism, evolutionism, positivism, nihilism—which are the everyday currency of modern thought. The course explores the struggle of European thinkers to find some common foundation for action—in reason, in revelation, in history, or even in nature. Offered every other year; offered Spring 2003.

323 Russia to 1861  Political and socio-economic evolution of Russia since the ninth century; equal emphasis on medieval and modern periods; in examining the evolution of Russian historical experience, the course underlines the breaks as well as continuities between past and present. Offered Fall 2002.

324 Russia Since 1861  The course covers Russian Imperial state and society; revolutionary movements; causes of 1905 and 1917 revolutions; Russian and Soviet political cultures; Soviet Union and totalitarianism; Russian and Soviet foreign policy; the collapse of communism and the Soviet empire; post-communist Russian society and politics. Next offered Spring 2003.

330 Crime and Society in England  This course traces the revolutionary changes in the perception of criminality, the use of the criminal law, and the methods of law enforcement and punishment between 1750 and 1900. These changes are explained as the result of a society experiencing the dual impact of the Industrial and French revolutions. Offered every three years; not offered 2002-2003.
332 Britain in the Nineteenth Century: Industry and Empire  The political, social, economic, and intellectual forces that worked to shape Britain in the nineteenth century. Not offered 2002-2003.

333 Russia and the West: Search for Cultural Identity  Cultural interaction between Russia and the West as reflected in ideas of Russian intellectuals, writers, and artists; emphasis on eighteenth-twentieth centuries. Satisfies the Comparative Values core requirement. Offered Spring 2003.

340 Tolstoy, Gandhi, and King: A History of Non-Violent Social Change in the Twentieth Century  This course examines the resistance to war, imperialism, and racism in the twentieth century through the study of the lives and writings of Leo Tolstoy, Mohandas Gandhi, and Martin Luther King Jr. Students look at the direct historical relationships connecting these thinkers and leaders, and examine the foundations – Christian and Hindu – of their teaching. The Buddhist version of non-violent social change, in the work of Thich Nhat Hanh, is also examined. The course assesses the prospects for non-violent change in the twenty-first century. Satisfies the Comparative Values core requirement. Offered every other year; not offered 2002-2003.

342 Interwar Shanghai  This course examines a significant epoch in the history of modern China and the world through the colorful window of Shanghai. In order to develop a sophisticated picture of urban culture, politics, commerce, and society in China's most modern and unique city, the course examines the roles played by various actors in building and running the city, living in it and writing about it, and in operating, patronizing, or regulating its commercial culture. The class looks at the city from the viewpoints of colonials, capitalists, compradors, merchants, traders, laborers, journalists, politicians, students, actors, poets, writers, artists, police, gangsters, revolutionaries, prostitutes, and petty urbanites. Finally, the course tries to incorporate these diverse perspectives into a collective montage and seek common threads that tie together the lives of those who experienced life in Shanghai in the Twenties and Thirties. Offered Spring 2003 only.

346 China Since 1800: Reform and Revolution  Through the study of the overlapping processes of reform and revolution in China in the nineteenth and twentieth centuries, this course surveys the emergence of today's People's Republic and Taiwan. The course gives special attention to institutional and cultural innovation within a context of continuity and to the primacy of internal sources of change, despite external pressures to alter China.

347 New China: The Rise of the People's Republic  This course examines contemporary China through consideration of the rise of the Chinese Communist Party beginning in the 1920s, revolutionary nationalism, the legacy of Mao Zedong, and socialist modernization since 1949. Of special interest in the course is the role of intellectuals in Chinese state and society through the Maoist and Dengist eras. Prerequisite: HIST 346 or permission of the instructor. Not offered 2002-2003.

348 Japan's Modern Century  This course examines the emergence of modern Japan from before the Meiji Restoration (1868), through the triumph and tragedy of imperial Japan, and beyond postwar reconstruction. The consideration of ideas, principles, and values that informed Tokugawa state and society and the study of Japan's selective absorption of European and American ideas and forms enable understanding of the role of values, both Japanese and non-Japanese, in Japan's national integration, rapid industrialization, and achievement of international recognition and power. Satisfies the Comparative Values core requirement.
350 American Transcendentalism  The subject of the course is the New England Transcendentalists and their critics. Assigned readings include Emerson's Essays, Thoreau's Walden, Fuller's Woman in the Nineteenth Century, Hawthorne's Blithedale Romance, as well as other primary source documents on Transcendentalism and the Brook Farm community. The approach is interdisciplinary, and students with an interest in literature, philosophy, or religion are especially welcome. Previous work in history is not required. Offered every other year; offered Spring 2003.

351 Early American Biography and Autobiography  This course uses biographies and autobiographies, diaries, journals, and other personal narratives and life histories to study the diversity of cultures and experiences in seventeenth- and eighteenth-century America. The emphasis is on Native Americans, European Americans, and African Americans in the British North American colonies before the Revolution, though a few readings are drawn from the post-Revolutionary period or from the Spanish, French, and Dutch colonies in America. Some of the subjects are famous individuals (e.g. William Bradford, Mary Rowlandson, Olaudah Equiano, Benjamin Franklin); others are less familiar women and men whose lives reveal a variety of social circumstances and conditions. Offered every other year; not offered 2002-2003.

352 The American Revolution, 1763-1789  This course emphasizes the following themes: the things that divided Americans from one another and the things that united them in rebellion; the incidents and ideology that convinced colonists that the British king, parliament, and people were conspiring to deprive them of their liberty; the reasons that some Americans remained loyalists while others became rebels; the relationship between imperial constitutional crisis and domestic social crisis; the consequences of the Revolution for women, African Americans, and Native Americans; the implications of the daring experiment in establishing republican government; and the legacy of the Revolution for subsequent American history. The aim of the course is to answer this question: How revolutionary was the American Revolution? Offered every other year; not offered 2002-2003.

354 Comparative Eugenics Movements  Eugenics, a nineteenth- and twentieth-century program to improve the overall quality of the human race through planned and controlled reproduction, was adopted by almost every industrial country in the world. While it is most often associated with Nazi Germany, eugenics was invented in England in the late nineteenth century and very popular in the United States, England, Latin America, Central Asia, Northern Europe, and South Africa. Throughout its nearly century-long popularity, eugenics meant very different things to people in different cultures. Some used it to justify right-wing political views, while in other countries leftist organizations were its most strident proponents. In some countries some eugenicists legitimated the coerced sterilization, institutionalization, and execution of those people they considered "lower quality," while in other places eugenicists were at the vanguard of the movement to increase the genetic diversity of each nation's blood. This course examines eugenics in a comparative perspective in order to better understand the science and policies of eugenicists as well as the social and intellectual climates and value systems of those countries within which eugenics was most popular. Satisfies the Comparative Values core requirement.

355 African American Women in American History  This course examines the distinct historical experience of African American women and explores the importance of race and of gender in the American past. Some of the topics considered include African American women and slavery, free black women in antebellum America, African American women and reform, issues of the family in slavery and freedom, sexuality and reproductive issues, African American women and the world of work, African American women in the struggle for education, and African American...
women and organized politics. The exploration of values is an important component of the course. Readings emphasize the use of primary sources ranging from slave narratives to contemporary fiction. Satisfies the Comparative Values core requirement. Offered every other year; offered Fall 2002.

56 Industrialism and Reform: From Populism to the New Deal After a limited examination of the structures, institutions, and values of the emerging American industrial society of the early twentieth century, this course concentrates on a study of reform movements, their goals, and their impact in the period from the 1890s to the 1930s. Readings address a combination of economic, political, social, and intellectual concerns and include both primary and secondary sources. Offered every three years; not offered 2002-2003.

57 From Millwrights to Microchips: Business and Technology in American History This cross-disciplinary course examines the progression of American business and technology from the colonial period through the post-Cold War era. Set in the broad context of three industrial revolutions, the course investigates the interrelationship of major technological advances and business enterprise development. Incessant change and innovation have been defining characteristics of the American capitalist system, and this course explores the continuous sweeping out of old products, processes, and old organizational forms by new ones. Core topics include the development of the business firm, the advancement of production, communication, and transportation technologies, the evolution of business-government relations, and the interconnections of business, technology, society, and culture. Offered Spring 2003.

59 The United States in the 1960s This course explores the history of the United States during the 1960s, investigating topics and themes in social, political, and cultural history. The class emphasizes the exploration of various forms of social and political activism, including the civil rights movement, the New Left and student movement, the antiwar movement, the women's movement, environmentalism, the movement for American Indian rights, La Raza, consumer activism, and the gay liberation movement. Other topics considered include the New Frontier, the Great Society, the Vietnam War, the counterculture, and the conservative resurgence. Offered every three years; offered Fall 2002.

60 Frontiers of Native America This course explores the political and cultural frontiers between Indian peoples and Euro-Americans from contact to the present. Students use documents, autobiography, ethnography, ethnology, film, and literature to examine Indian-white relations from a variety of viewpoints. The approach moves beyond a simple narrative of what happened to Indians to a more complex consideration of how Indians have made their own history and how that history has been presented and contested. Offered every other year; not offered 2002-2003.

64 American Environmental History This course examines the relationship between human society and the natural world in what is now the United States. That relationship is complex: non-human nature sustains human society, yet people can have a profound and often destructive effect on the natural world. Nature, nonetheless, cannot be completely altered to suit human needs: resources are finite and people are bound by the limits of biology. The environment thus simultaneously creates and limits human possibilities and reflects human influences. Through reading and discussion, participants in this course examine this reciprocal relationship between ecology and society. Offered every other year; offered Spring 2003.

67 The Civil War The social, political, economic, and cultural forces that shaped the United States in the nineteenth century also yielded a bitter civil war. This course examines the funda-
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mental questions about democracy, political confederation, freedom, equality, and nationhood that Americans faced as they moved toward and fought their fratricidal war. Attention is also given to the postwar process of reconstruction. Offered every three years; not offered 2002-2003.

369 History of the West and the Pacific Northwest This course examines major themes in the history of the American West during the last two centuries, with particular emphasis on the Pacific Northwest. Themes include Indian-white encounters, the formation of frontier communities, land policy and resource use, the impact of federalism, urbanization, and the West in the American imagination. Offered every other year; offered Fall 2002.

371 American Intellectual History to 1865 This course examines the works of some of the more important American intellectuals who lived and wrote in the years before the Civil War. The approach is biographical, and the aim is to relate ideas to the social, political, and personal situations of the thinkers. Special attention is given to the ways that these intellectuals dealt with the tension between individualism and social responsibility. Thinkers studied include Winthrop, Edwards, Franklin, Jefferson, Madison, Leggett, Calhoun, C. Beecher, S. Grimke, Douglass, Fuller, Emerson, Thoreau, Noyes, Fitzhugh, and Melville. Satisfies the Humanistic Perspective core requirement. Students who have received credit for HIST 255 may not receive credit for HIST 371. Offered every other year; not offered 2002-2003.

372 American Cultural History Since 1865 This course focuses on the rise of consumer culture and the way the media have influenced the formation of the American identity since 1865. The class explores the cultural significance of mass circulation magazines, advertising, photography, radio, film, television, and the internet. Particular attention is paid to the cultural construction of race and gender. Several films are screened outside of regular class time. Discussion. Offered every other year; not offered 2002-2003.

375 Women and Social Change in the U.S. Since 1880 This course takes on a three-fold task: 1) to explore how basic demographic, socio-economic, and cultural transformations in the U.S. over the last century have differentially affected women's lives; 2) to examine how these social structural changes have periodically given rise to "women's movement" activism—or the commitment of some women to act collectively to change social conditions perceived to be constricting or oppressive to women—as well as to collective or institutional efforts to counter such a movement; and 3) to explore the various strands of twentieth-century feminism, a cultural tradition made up of beliefs, ideas, and values which originates from the same material conditions and influence and overlaps with the organized actions of the "women's movement" above, but which has its own separate and complex "life." Satisfies the Comparative Values core requirement. Offered every other year; not offered 2002-2003.

376 Medicine, Health and Disease in the United States in the Twentieth Century This course is designed to introduce some of the central topics and issues in the history of medicine in the United States in the twentieth century, emphasizing especially the complex interactions between American culture and our understandings of health, disease, and medicine. Though the course proceeds roughly chronologically, thematic emphases also affect its organization. Important themes include the authority of allopathic medicine; the role of medicine in the construction of gender, sexuality, and race; the intersection between the medical field and anti-immigrant activism and the eugenics movement; the role of advancements in science and technology in American health care; ethics in medicine; patient experiences and the patient challenge to medical authority; alternative medicine; AIDS; the growth of managed care; and other issues confronting Americans
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at the beginning of the twenty-first century. Students explore other topics and issues through writing assignments and group projects. Readings include both primary and secondary sources. Offered every three years; offered Spring 2003.

378 Literature and History in the Civil Rights Era This team-taught course focuses on one of the most volatile historical and literary periods of the twentieth century, the civil rights era. Rather than being structured as a serial chronology or a straight literary history, the course focuses on five representative points that function as charged moments of both historical and literary significance: Brown v. Board of Education; Martin Luther King’s jailing in Birmingham; the Watts Riot; the Black Power/Black Arts Movement; and the Bakke decision. Students’ readings and assignments engage the complex, sometimes contradictory, literary, legal, and political responses to these resonating events and hone students’ skills in both historical interpretation and analysis of literary representation. Crosslisted as ENGL 390. Offered every three years; not offered 2002-2003.

380 Modern Mexico This course traces the emergence of modern Mexico in the last century. The course begins with attempts at economic modernization and political centralization in the late nineteenth century, considers the social upheaval of the Revolution of 1910 and the consolidation of the post-revolutionary regime by 1940, follows the rise and demise of the “Mexican Miracle” of growth and stability from 1940 to 1968, and examines recent reforms emerging from the debt and political crises of the 1980s. The focus is on the nature of the political system, how different regions and social sectors have experienced the century of change, and diplomatic and economic relations with the United States.

381 Film and History: Latin America In 1915 filmmaker D.W. Griffith predicted that “moving pictures” would soon replace book writing as the principal way to communicate knowledge about the past. Both historical writing and movies have at various times made parallel promises to objectively convey past realities. But just as historians have questioned the objectivity of the written word, one might also ask “how real is real?” This course explores the relationship between film and historical interpretation and understanding. It considers how films produced in the U.S. and Latin America interpret Latin American history, and how they can be used to understand Latin America’s past. Besides viewing and discussing around ten films throughout the semester, the class also reads a series of related historical texts, both as a point of interpretive comparison for the films, and as a point of reflection on the possibilities and limits of the academia-bound historian’s primary medium. Offered every three years; not offered 2002-2003.

382 Comparative Revolutions in Twentieth-Century Latin America Revolutions, according to H.L. Mencken, are the “sex of politics.” They offer an opportunity to glimpse social and political life in their rawest and most revealing forms. The goal of most twentieth-century Latin American revolutions has been national development, defined economically, politically, and culturally. This course explores the revolutions of Mexico, Cuba, and Nicaragua in terms of their causes, the process of revolution, and the consequences of revolution for politics, society, and culture. It also considers the foreign policy of the United States toward revolutionaries and revolutionary governments. Sources include historical narrative, testimony, novels, and film. Not offered 2002-2003.

385 Cities, Workers, and Social Movements in Latin America, 1880-1990 This course explores the development of the Latin American city over the last century and considers the patterns of social mobilization among workers and the urban poor that have helped to shape the modern political traditions of the region. The first theme considers urban growth and social conditions and
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the interplay between elite and popular classes in the urban context. The second explores the role of workers and their attempts to organize in the workplace and assert themselves in local and national political arenas. The final theme examines historical and contemporary urban social movements that have contributed to the process of democratization in Latin America. Offered every three years; not offered 2002-2003.

400 Research Seminar in Historical Method This course is a practicum in the methods and techniques of historical research and writing. Students undertake independent research in primary source materials and complete an advanced research paper. The content varies with instructor and may have European (400A), United States (400B), East Asian (400C), or Latin American (400D) emphasis.

495/496 Independent Study An independent study course provides for study under the supervision of a faculty member of a specific topic not covered by existing courses in order to develop a particular interest on the part of the student. The topic must be agreed upon with a faculty member and described in a proposal at the time of registration. No more than one independent study may count toward the major or minor in history.

HONORS

Director: Michael Curley, English

John B. Magee Professor of Science and Values: Mott T. Greene

Committee: Jim Evans, Physics; Robert Garrett, English (on leave 2002-2003); Mott Greene, Honors; Paul Loeb, Philosophy; David Lupher, Classics (on leave Spring-2003); Ili Nagy, Art; (on leave 2002-2003) Ann Putnam, English; Bev Conner, English; Bob Matthews, Mathematics and Computer Science (on leave Spring 2003); Bryan Smith, Mathematics and Computer Science; Eric Orlin, Classics

About the Program

The Honors Program is an intensive four-year program for students selected on the basis of their academic performance. It does not supplant the academic major, but seeks to stimulate students to develop their capacities as intellectually rigorous and independent persons embodying the best of liberal education.

The curriculum of the program has been designed to realize the principal objectives of the University's academic program. The student learning outcomes we hope to achieve are (1) breadth as well as depth in learning; and (2) the refinement of writing and intellectual skills. The foundation of the Honors curriculum is the three-year sequence for freshmen, sophomores, and juniors, that aims to familiarize students with major written works and original thinkers of the Western intellectual tradition, from Greco-Roman classics to modern scientific revolutions, and culminating in a comparative study of classic texts from Near Eastern, South Asian, and East Asian civilizations. These courses serve as preparation for the research and writing of a thesis in the senior year. one of the principal outcomes for gauging the student's success in achieving the learning goals of the Honors Program. After successfully completing the prescribed coursework and writing an approved senior thesis, Honors graduates are designated Coolidge Otis Chapman Honors Scholars upon graduation.
Honors

Requirements
Honors students must meet the following requirements in addition to their major and/or minor requirements:

1) The following courses must be taken by all Honors students: HON 101, 210, 211, and 401.
2) All Honors students must take three of the following four courses: HON 206, 212, 213, 214.
3) Writing and publicly presenting a senior thesis normally in the student's major.

Students are urged to take the Honors courses in their proper numerical sequence. Once admitted to the Honors program, a student continues so long as he/she maintains a minimum GPA as established by the Honors Committee in all University work or until he/she resigns from the program. The Honors faculty annually reviews the performance of Honors students to determine their continuance in the Program. Dismissed students may apply for readmission upon evidence of satisfactory academic improvement.

Course Offerings

Each course carries 1 unit of credit and is offered at least once each academic year.

101 Freshman Seminar in Writing This course requires extensive reading, writing, and revising. Students undertake both informal and formal writing. They explore the processes involved in pre-writing, writing, and revising, as well as editing and proofreading. They receive informal responses from both their peers and their instructors as well as formal commentary and evaluation from their instructors at several stages throughout the writing process. In writing and revising their essays, students learn what goes into sound academic writing as well as how to develop their own individual styles. Satisfies the Communication I core requirement. Prerequisite: Admission to the Honors Program.

206 The Arts of the Classical World and the Middle Ages This course introduces students to the aesthetic and formal aspects of Egyptian, Greek, Roman, Medieval, and Islamic art. Students analyze the cultural factors which influence and determine a given civilization's art forms and develop skills for aesthetic and iconographic analysis. Satisfies the Fine Arts core requirement. Prerequisite: Admission to the Honors Program.

210 The Classics: Historical Perspective This course aims to introduce students to the works of a number of great historians from ancient Greece to the American twentieth century. Exposure to the texts of such historians as Herodotus, Tacitus, and Bede allow students to gain a better understanding of the process of change and continuity in the values and institutions of Western civilization. The course concentrates on the differing methods of historical inquiry and poses larger questions about how cultures construct and reconstruct their past. Satisfies the Historical Perspective core requirement. Prerequisite: Admission to the Honors Program.

211 The Classics: Humanistic Perspective This course undertakes an exploration of literary texts that have established themselves at the heart of the Western tradition. The study of the theme of the exceptional or “heroic” individual through the ages engages the class on a journey from ancient eastern Mediterranean to twentieth-century England and Ireland. Among the heroines and heroes studied are Ulysses, Penelope, Aeneas, Dido, Dante, Francisca da Rimini, J. Alfred Prufrock, and Leopold and Molly Bloom. Satisfies the Humanistic Perspective core requirement. Prerequisite: Admission to the Honors Program.
212 The Natural World  A study of the development of attempts by scientific thinkers to understand and explain the universe. The central theme is the development of astronomy and physics, but some mention is made of corollary studies in mathematics and other sciences. A major portion of the course is devoted to the scientific revolution of the seventeenth century and the work of Kepler, Galileo, and Newton. Another major portion concerns the development of twentieth-century physics, concentrating on relativity and the quantum theory as developed by Einstein, Bohr, Heisenberg, and others. Satisfies a Natural World core requirement. Prerequisite: Admission to the Honors Program.

213 Mathematical Reasoning: Foundations of Geometry  This course presents a rigorous treatment of the foundations of Euclidean and hyperbolic geometry. The discovery of non-Euclidean geometries shattered the traditional conception of geometry as the true description of physical space. This discovery led to a revolution in geometry as scientifically profound as that of the Copernican revolution in astronomy. Students learn the history and foundations of geometry by actually proving theorems based upon Hilbert’s axioms for geometry. Emphasis is placed upon logic, the axiomatic method, and mathematical models. Satisfies Mathematical Reasoning core requirement. Prerequisite: Admission to the Honors Program. Credit for HON 213 will not be granted to students who have completed MATH 300.

214 Society  An introduction to some of the classic works in social and political thought organized around the theme of the individual and his or her relation to society. The works selected span the period from the Renaissance to the twentieth century. Satisfies the Society core requirement. Prerequisite: Admission to the Honors Program.

401 Some Classics of Islamic, Indian, and East Asian Civilizations  A study of values, pursued through examination of classic works of Islamic, Indian, Chinese and Japanese civilizations. The course draws extensively on knowledge of the aesthetic, ethical, and intellectual values of Western Civilization, gained in Honors 210 through 214. Via comparative study, the course aims both to deepen students’ understanding of Western Civilization and to establish a basis for the independent study of civilizations outside the West. Satisfies the Comparative Values core requirement. Prerequisites: Six of seven required Honors courses.
HUMANITIES

Director: Denise Despres, English

Advisory Committee: Michele Birnbaum, English (on leave 2002-2003); Geoffrey Block, Music; Robert Garratt, English (on leave 2002-2003); Paul Loeb, Philosophy; Ili Nagy, Art (on leave 2002-2003); Eric Orlin, Classics; David Smith, History; Michael Sugimoto, Foreign Languages and Literature

About the Program

Humanities courses at the University of Puget Sound are deliberately interdisciplinary, combining the disciplines and subject matter of the departments of history, literature, philosophy, religion, art history, and music history. In varying ways, these courses explore the lives and works of individuals whose creative efforts make others understand what it means to be human, wherever one’s culture or tradition. The Humanities Program offers courses in conjunction with the University’s Core allowing students to satisfy four different Core requirements: Communication I; Comparative Values; Historical Perspective; and Humanistic Perspective. The Humanities Program also offers freshman a special year-long humanities course, extra-curricular activities, and a residential component. Humanities courses are available to all students, regardless of major.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

110 Utopia/Anti-Utopian: A Freshman Seminar in Writing What is the perfect society? What is the proper role of government in that society? How much individual freedom should be allowed members of a community? What is the function of art or education in shaping citizens? How much disagreement or dissent can be tolerated in a community? In a historical survey of utopian theory, students discover how selected writers have answered these questions as they offer versions of ideal societies and governments. The class considers the evolution of utopianism—the concept of an ideal society—and its criticism—anti-utopianism—in western thought from the ancient world to the twentieth century. Readings vary from year to year, but may include Plato’s Republic, More’s Utopia, Swift’s Gulliver’s Travels, Bellamy’s Looking Backward, Freud’s Civilization and Its Discontents, Skinner’s Walden Two, and Le Guin’s The Dispossessed. Satisfies the Communication I core requirement.

111 Legends of the Fall: A Writing Intensive Humanities Seminar For millennia, the story of the Fall in Genesis has provided Western thinkers with a foundation for interpreting sin and death; constructing ideas of political, cosmological, and social order; fashioning an anthropology that negotiates the relationship between the body and the soul; exploring gender and Nature; questioning the relationship between empirical knowledge (Science) and Wisdom (Authority). This course introduces first year writers to these complex issues from a variety of texts and disciplines (Scriptural, literary, historical, scholarly). Satisfies the Communication I core requirement. Not offered 2002-2003.

113 The Genealogy of “Race”: A Writing Intensive Seminar The idea of separate human “races” dates only to the 1700s, yet “the problem of the color-line,” as W.E.B. Du Bois put it, has been the challenge of the twentieth century, and the “pitfalls of racial reasoning,” in Cornel West’s
terms, promise to dominate the twenty-first century. In order to move from the popular sensationalizing of race (Rodney King, Anita Hill-Clarence Thomas, O.J. Simpson) to more scholarly—and ultimately more practical—forms of inquiry, this writing-intensive course analyzes critical shifts in the representation of “race” over three centuries in this country. Introducing students to a variety of historical and disciplinary perspectives from literature, art history, law, medicine, and the social sciences, this course examines how and why cultural constructions of “race” have informed personal, civic, legal, and national identities. Satisfies the Communication I core requirement. Not offered 2002-2003.

120 Freshman Seminar: Crisis and Culture This writing-intensive seminar studies critical moments in cultural history, during which individuals and communities respond to cultural crisis and transformation. Discussion and writing assignments focus upon the clash of values or opinions when traditional and dominant beliefs and practices are called into question and reevaluated. Examples are drawn from a variety of disciplinary perspectives including painting, sculpture, literature, music, philosophy, and history. Selected authors include Thucydides, Sophocles, Abelard, Dante, Shakespeare, Machiavelli, Michelangelo, Nietzsche, Joyce, Picasso, Morrison. Satisfies the Communication I core requirement.

200 The Individual in the Classical and Medieval Traditions Through the integration of history, art, and literature or philosophy, this course examines the similarities and differences in the conceptions of human excellence in an intellectual, moral, aesthetic, and emotional context within the Classical and Medieval Western worlds. Satisfies the Humanistic Perspective core requirement.

201 The Arts, Ideas, and Society: Western Tradition Survey of intellectual developments in Western civilization from the Renaissance through the eighteenth century. Focuses on the integration of science and humanities in history. Considers how humankind creates certain models of the universe and examines the effects of this process on social and intellectual life. Satisfies the Historical Perspective core requirement.

202 Arms and Men: Combat Trauma and the Undoing of Character This course explores the idea of the individual amidst the catastrophic of war. The course treats a wide variety of materials including history, epic poetry, lyric poetry, novels, memoirs, letters, films, and paintings from the ancient world to the present. Students explore the ways in which various portrayals of soldiers and of war offer understandings of the ethics, morality, compassion, selfish fear and selfless valor of the human condition under stress. The course also hopes to consider notions of the individual and civilization, and all that the word implies, against the backdrop of the chaotic action of war and combat. Satisfies the Humanistic Perspective core requirement. Not offered 2002-2003.

206 The Classics of Russian Literature Most great Russian writers of the nineteenth and twentieth centuries have been concerned with the so-called “accursed questions” that address the purpose and meaning of human existence, the role of the individual, the individual’s obligations to oneself and to fellow human beings, the claims that state and society may place on human freedom, the individual’s relationship to the infinite and the divine. The texts chosen to illuminate these themes, include, among others, works of Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Bulgakov, and Solzhenitsyn. Satisfies the Humanistic Perspective core requirement. Not offered 2002-2003.

208 Classics of East Asia Proceeding on the assumption that classic works of creative expression are universally accessible, this course explores translated literary classics that have informed the
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evolution of China and Japan through more than two millennia. Texts include selections from novels, poetry, drama, and stories in the consideration of recurring issues of human experience such as nature, family, power, wealth, love, self, society, and the consequences of social change. Satisfies the Humanistic Perspective core requirement.

302 Individuality and Transcendence in Medieval Literature This seminar explores how medieval men and women writers depicted individuality and its transcendence in Arthurian romance and mystical writings. The juxtaposition of the knight's quest with the soul's journey leads to reflection upon how medieval culture has helped to shape modern notions of identity and gender. Satisfies the Comparative Values core requirement. Crosslisted as FL 393. Offered alternate years; offered Spring 2003.

304 Ancients and Moderns This course focuses how certain "modern" European and American writers and artists from the eighteenth, nineteenth, and twentieth centuries have responded to ideas, symbols, and mythology of the ancient Greco/Roman world in order to understand and express their own contemporary modern experience. Themes and topics in the class may include the appropriation of ancient pagan attitudes regarding Christianity, the influence of Greco/Roman civic virtue on the idea of the modern citizen, or the image of the city of Rome and its influence on the idea of the modern city. While course material may vary according to the interests of the instructor, and the modern period under consideration may be extensive or narrow (some professors, for example, may choose to concentrate on only the eighteenth century, or on the twentieth; others may prefer to survey eighteenth through twentieth), this class nonetheless puts students in contact with both ancient and modern subject matter and materials. Satisfies the Comparative Values core requirement.

305 Modernization and Modernism An exploration of the culture of Western Europe and the United States since the late eighteenth century, organized around the concepts of modernization and modernism. The course examines the relationship of the values developed in literature and the arts to those expressed through social, political, and economic ideas, emphasizing such major figures as Burke, Paine, Madison, Marx, Darwin, Freud, Eliot, Yeats, Kafka, Woolf, Picasso, Lenin, and Sartre. The course considers not only the values implicit in the major texts but also the adequacy of concepts which scholars have developed to explain them. Satisfies the Comparative Values core requirement. Not offered 2002-2003.

306 Cultural Identity in Japan and the United States This course examines Japanese and American cultural identity, focusing on how "cultural identity" takes shape, changes over time, and manifests itself in literature and cinema in these two traditions. Through close comparative analysis of moral, aesthetic, and intellectual values, the course considers key elements in being Japanese and American. Issues of race and gender are examined as well. Students read works of literature and secondary sources in history and the social sciences. Satisfies the Comparative Values core requirement. Not offered 2002-2003.

307 Shanghai and Tokyo in the 1920s This course explores Shanghai, China, and Tokyo, Japan, with reference to changing values and institutions in the decade of the 1920s, a time of experimentation with novel cultural forms in these cities as informed by developments the world over. Readings in literary and secondary sources, class discussions, and written work aim at understanding these cities as synonymous with "the modern" in their respective national settings, rising out of different traditions. Satisfies the Comparative Values core requirement.
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310 Postmodernism and Japanese Mass Culture While examining various examples of mainly Japanese postwar culture—ranging from literature and film to social theory and architecture—this course introduces students to some key concepts and interpretive paradigms that have been important in the formation of knowledge about Japan and postmodernism. The course analyzes the function of both the postwar and the postmodern as ideological categories that legitimize a rupture from a past, whether construed as premodern feudalism or the modern Enlightenment. By analyzing the democratic capitalist aims of the Occupation and the posturing of 1980s Japan as a postmodern paradise both in academic discourse as well as in the popular arts, students explore conflicting utopic and dystopic impulses contained within postwar and postmodern discourse. This course examines influential scholarly writings, contemporary literature, and film of Japan including work by Frederic Jameson, Jean-Francois Lyotard, Kojin, Taishima Yuko, Oe Kenzaburo, Murakami Haruki, Atata Iiozaki, Ridley Scott, Jurgen Habermas, William Gibson, and Itami Juzo. Satisfies the Comparative Values core requirement. Not offered 2002-2003.

INTERNATIONAL POLITICAL ECONOMY

Director: Michael Veseth, IPE and Economics

Advisory Committee: Richard Anderson-Connolly, Comparative Sociology; David Balaam, IPE and Politics and Government; Lisa Ferrari-Comeau, Politics and Government (on leave Fall 2002); Karl Fields, Politics and Government; Leon Grunberg, Comparative Sociology; Nick Kontogeorgopoulos, IPE and Comparative Sociology (on leave Spring 2003); Ross Singleton, Economics; Matthew Warning, Economics

About the Program

The International Political Economy Program offers a multidisciplinary approach to the study of modern society. International Political Economy encourages the integrated analysis of social problems and issues, using tools and methods of political science, economics, and sociology as informed by an understanding of history and tempered by appreciation of culture and cultural differences.

IPE courses are designed so that students gain an appreciation of competing theoretical perspectives, learn to consider the multiple and overlapping economic, political, and social linkages between and among global actors and events, and master the application of this powerful framework to the analysis of a wide range of issues. IPE students necessarily learn to consider issues broadly, to see how issues and problems are interconnected, and to engage in critical and creative thinking.

The Program sponsors regular lectures, discussions, and debates on campus, which encourage students and faculty to confront and consider the integrated character of global economic, political, and social issues. The Program also sponsors courses specially tailored to the needs of students enrolled in the ILACA foreign-study program in London.

About the International Political Economy Major

The International Political Economy major takes the form of a thoughtfully integrated set of courses in the social sciences and humanities leading to the degree of Bachelor of Arts in International Political Economy. The goal of this major is to prepare students for an increasingly interdependent world through the study of international and global issues. The IPE major culminates in
a Senior Thesis in which students demonstrate their ability to analyze a complex question, bringing to bear both the depth of their knowledge and the breadth of their liberal arts education.

Students who major in IPE take required courses in International Political Economy, Politics and Government, Economics, Comparative Sociology, Mathematics, and Foreign Languages. They tailor their plan of study to their individual educational goals by choosing additional courses from a list of electives from these departments and also from History, Philosophy, and Business and Public Administration.

IPE majors are encouraged to pursue foreign study opportunities as part of their undergraduate education. More than half of all IPE majors since the program’s inception have studied abroad. Many students combine foreign study with background research for the Senior Thesis.

Students who major in IPE thus combine broad, multidisciplinary studies of IPE, which examine global problems from a variety of perspectives, with the opportunity to focus more narrowly and to study intensely a specific problem, issue, or event in their senior thesis. The IPE major clearly embodies the spirit of liberal education as we understand it at the University of Puget Sound.

Structure of the IPE major

The core of the IPE major is found in the three required IPE classes (201, 301, and 401) and the three elective courses. The other IPE requirements — in economics, foreign language, comparative sociology, and statistics — provide necessary tools and skills and encourage the breadth of knowledge and sensitivity to differing viewpoints that are hallmarks of IPE at Puget Sound.

IPE 201: Introduction to International Political Economy introduces students to the study of International Political Economy and surveys the international and global problems with which IPE concerns itself. This course is designed to be a useful element of the liberal education for majors and non-majors alike. IPE 201 is offered every semester. Students usually take IPE 201 in their sophomore year.

IPE 301: Theories of IPE is for IPE majors only. IPE 301 features a relatively rigorous analysis of the main theories of IPE. The evolution of IPE and IPE theory are the central themes of this course. Students write a “Theory Paper,” which is intended to establish a theoretical foundation for further research in IPE, including especially senior thesis research. IPE 301 is offered every semester. Students usually take IPE 301 in the junior year or in the fall of the senior year.

IPE 401: Senior Thesis Seminar is the capstone course for IPE majors. Students come together in a working seminar format to share ideas, engage in critical discussions, and write and defend their senior theses. Ideally, each student’s work in IPE 401 builds upon a foundation laid in the earlier courses and attempts to reach even higher, to make a personal statement. Elements of the IPE 301 Theory Paper and even parts of papers written for the elective courses can be incorporated into the thesis. In general, the more that a thesis is able to build upon past work the more it can be expected to achieve. IPE Major Electives. IPE majors take three elective classes from a diverse list of approved classes. Students take IPE electives in their sophomore, junior, and senior years as time and course schedules permit. Students who study abroad are usually able to count at least one class as an IPE elective. It is also possible in special cases to appeal to the program director to have classes not on the official list count as IPE electives.
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Students are encouraged to choose their elective classes so that they will, along with IPE 301 and other required courses, provide both the background and the specific expertise that is needed to write a high quality senior thesis.

The three IPE elective classes should ideally provide different perspectives on a significant problem or issue. IPE students should consult closely with their advisors in selecting electives.

A student who wants to prepare to write a thesis on the problems of less developed countries, for example, would be well-advised to select IPE electives from among these courses:

CSOC 208, Peoples of Africa
CSOC 230, Indigenous People: Alternative Political Economies
CSOC 318, Women and Global Inequality
CSOC 323, Tourism and the Global Order
CSOC 335, Third World Perspectives
CSOC 341, Modernization and Social Change in South East Asia
ECON 242, Comparative Economic Systems
ECON 251, Technology and Development
ECON 314, Economic Growth and Development
PG 322, The Political Economy of Central America and the Caribbean
PG 323, Asian Political Systems
PG 325, Political Economy of South America

A student who is interested in the specific problems of Latin America, on the other hand, should give special consideration to these classes in choosing electives:

CSOC 230, Indigenous People: Alternative Political Economies
CSOC 318, Women and Global Inequality
CSOC 323, Tourism and the Global Order
HIINST 281, Modern Latin America
ECON 242, Comparative Economic Systems
PG 322, The Political Economy of Central America and the Caribbean
PG 325, Political Economy of South America

A student who is interested in US foreign policy, perhaps with an eye towards a future in the US State Department or working for an international organization, might choose electives from among these relevant courses:

BPA 470, International Business Environments
CSOC 340, Global Political Economy
CSOC 352, Work, Culture, and Globalization
ECON 242, Comparative Economic Systems
ECON 314, Economic Growth and Development
PG 317, U.S. Political Economy
PG 321, European Political Systems
PG 326, The New Europe
PG 331, U.S. Foreign Policy
PG 332, International Organizations
PG 335, Global Security
PG 372, Japanese Political Economy
Students who major in IPE have diverse interests and go on to a wide variety of careers (the IPE web site www.ups.edu/ipe/ contains information about careers and opportunities in IPE and the activities of IPE alumni). It is impossible for a single list or even a short set of lists to provide a set menu of elective recommendations. These three examples, however, illustrate that idea that the choice of electives can and should be thoughtful and reasoned, creating a unique background in a particular area of IPE.

IPE majors should work with their advisors and IPE professors to create a menu of elective choices like those above (which are meant to be illustrative, not prescriptive). Different elective "menus" can be created for students with interests as diverse as these: Asia, Europe, Africa, North-South relations. Multinational Corporations, Globalization, Trade Policy, Global Environment, NGOs, Labor Issues, and Women's Issues, to name just a few.

Requirements for the Major

I.  IPE 201, PG 102, ECON 170
II. IPE 301, CSOC 316, ECON 371
III. Literacy Requirements: MATH 271 or equivalent, two units of a modern foreign language.
IV. Three units chosen from at least two of the following groups. Elective courses must be carefully chosen in consultation with an advisor from the International Political Economy Program to help prepare students to write a senior thesis.

Elective Courses

A. Regional and Comparative Perspectives.
   CSOC 204, Social Stratification
   CSOC 208, Peoples of Africa
   CSOC 341, Modernization and Social Change in South East Asia
   CSOC 481, Special Topics: Indian Diaspora (Spring 2003 offering)
   ECON 242, Comparative Economic Systems
   ECON 314, Economic Growth and Development
   PG 317, U.S. Political Economy
   PG 321, European Political Systems
   PG 322, The Political Economy of Central America and the Caribbean
   PG 323, Asian Political Systems
   PG 325, Political Economy of South America
   PG 327, Post Soviet Politics
   PG 331, U.S. Foreign Policy
   PG 337, U.S. Canadian Relations
   PG 372, Japanese Political Economy

B. North-South and Global Perspectives.
   BPA 470, International Business Environments
   CSOC 230, Indigenous People: Alternative Political Economies
   CSOC 318, Women and Global Inequality
   CSOC 323, Tourism and the Global Order
   CSOC 340, Global Political Economy
   CSOC 352, Work, Culture, and Globalization
   ECON 251, Technology and Development
C. Historical Perspectives.
- ECON 218, American Economic History
- HIST 281, Modern Latin America
- HIST 310, Europe in the Twentieth Century: 1914-1991
- HIST 324, Russia Since 1861
- HIST 346, China Since 1800: Reform and Revolution
- HIST 348, Japan’s Modern Century

D. Theoretical and Philosophical Perspectives.
- CSOC 295, Sociological Theory
- CSOC 296, Anthropological Theory
- CSOC 335, Third World Perspectives
- ECON 221, History of Economic Thought
- ECON 222, Economics and Philosophy
- PG 328, Theories of Comparative Political Economy
- PG 340, Classical Political Theory
- PHIL 280, Social and Political Philosophy
- PHIL 317, Nineteenth-Century Philosophy
- PHIL 388, Marxism

E. Foreign Study.

The International Political Economy Program strongly encourages IPE majors to undertake travel and study projects abroad as part of the undergraduate experience. One unit of foreign study may be counted towards the IPE elective requirement subject to approval of the IPE director.

V. Senior Thesis: IPE 401

Notes

1. A 2.0 GPA is required for the major, and to count towards the major a course must be C- or above (no Pass/Fail).

2. Every student must coordinate his or her program with an advisor designated by the Director of the International Political Economy Program.

3. No course used to satisfy University core requirements may be used to satisfy the IPE elective requirements listed in Part IV above.

4. Where a course supports both a major in IP and fulfills a major or minor requirement in another field, a student may count no more than one 200- or higher-level departmental unit from that major or minor towards the IPE major. This restriction does not apply to foreign language courses used to satisfy the IPE foreign language literacy requirement and also applied to a Foreign Language major or minor.
Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

201 Introduction to International Political Economy  This course provides a multi-disciplinary introduction to the study of international and multinational social, political, and economic problems. Concepts, theories, and methods of analysis drawn from economics, history, political science, and sociology are developed and applied to enable students to understand broadly a number of current economic, political, and social problems, stressing their comparative and international aspects. Satisfies the International Studies core requirement.

250 Britain Today: Issues & Perspectives  Britain Today is the core course of the ILACA program in London. Its aims are twofold: to introduce students to key aspects of the British experience, and to provide a context for the optional courses on the program. Britain Today considers the British experience by means of six study blocks covering the economy, nationality, politics and government, social class in Britain, war and Britain in the Twentieth Century, and social policy. These blocks approach their subject through class lectures, recommended reading, guest speakers, and study visits. Satisfies the Society core requirement. Offered only as a part of the ILACA London program.

301 Theories of International Political Economy  This course surveys the theoretical aspects of International Political Economy. The evolution of Liberalism, Mercantilism, and Structuralism is examined in historical context. International trade and finance, the international monetary system, and issues relating to multinational corporations and economic development are explored.

Prerequisite: IPE 201 or PG 103.

401 Senior Thesis Seminar  Rigorous examination of topics of current interest in International Political Economy. This course is designed to allow students to participate in focused discussion and thoughtful analysis of a number of topics in IPE while they research and write their senior theses. Prerequisites: IPE 301, CSOC 316 and ECON 371 (or permission of instructor).
Latin American Studies

LATIN AMERICAN STUDIES

Coordinators: Don Share, Politics and Government; John Lear, History (on leave Spring 2003)

Advisory Committee: Pepa Lago Graña, Foreign Languages and Literature (on leave Fall 2002); David Lupher; Classics (on leave Spring 2003); Ross Singleton. Economics; Harry Velez-Quinones, Foreign Languages and Literature

About the Program

The Latin America Studies Program offers an interdisciplinary approach to the study of Latin America. The United States and the countries of Latin America have historically exerted great influence on each other and today, in the age of NAFTA, are more intertwined than ever before. The Program is organized around a required introductory course, Latin American Studies 100, which fulfills an International Studies core and requires students to explore the interaction of politics, economics, and culture at the national and international levels, and considers the historical legacies of contemporary aspects of Latin American societies. Drawing on courses from Foreign Languages and Literature, Politics and Government, History, and Economics, students minoring in Latin American Studies gain an in-depth understanding of the region and different analytical tools and perspectives for understanding its past and present. Students are encouraged to gain some experience abroad, particularly through the university's semester abroad programs in Latin America (Argentina and Chile). In addition, the Latin American Studies Program serves to stimulate interest and awareness at the University by sponsoring discussions, presentations and, cultural events dealing with Latin American issues.

Requirements for the minor

Completion of a minimum of five units, at least three (3) of which must be completed at Puget Sound, to include:

a) LAS 100, Latin American Studies (1 unit)

b) One course from each of the three categories below:
   Literature, Social Sciences, and History (3 units)

c) One elective course from any of the categories below (1 unit)

Upon approval by the Latin American Studies Program, students may complete up to two (2) of the required units of study for the minor when enrolled in a study abroad program in Latin America or in a Spanish or Portuguese speaking country. Effective Fall 1999, students minoring in Latin American Studies must also complete Spanish 102 or its equivalent.

Students may count only one course taken to fulfill requirements in their major or another minor towards the LAS minor.

Literature

SPAN 301, Hispanic Literary Studies
SPAN 311, Literature of the Americas
SPAN 321, Hispanic Short Story
FL 380, An Archeology of the Boom: Modern Latin American Prose Fiction
FL 381: Women and Politics in Latin American Literature
FL 383, Latino Literature: Borders, Bridges, and Fences
Latin American Studies

SPAN 370, Survey of Twentieth-Century Latin American/Latino Theatre
SPAN 480, Seminar in Hispanic Literature (if Latin American content)

Social Sciences
PG 322, The Political Economy of Central America and the Caribbean
PG 325, The Political Economy of South America

History
HIST 280, Colonial Latin America
HIST 281, Modern Latin America
HIST 283, The United States and Latin America
HIST 380, Modern Mexico
HIST 381, Film and History: Latin America
HIST 382, Comparative Revolutions in Twentieth-Century Latin America
HIST 385, Cities, Workers and Social Movements in Latin America, 1880-1990
HIST 400D, Research Seminar in Historical Method (Latin America)

Electives
REL 207, A Passion for Justice: Contemporary Liberation Theologies and Ethics
SPAN 250, Hispanic Cultural Studies
SPAN 301, Hispanic Literary Studies
SPAN 401, Medieval Spanish Literature
SPAN 402, Spanish Literature of the Golden Age
SPAN 403, Eighteenth and Nineteenth Century Spanish Literature
SPAN 404, Twentieth Century Spanish Literature
SPAN 480, Seminar in Hispanic Literature (if Latin American content)

Course Offerings
Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 11.

100 Introduction to Latin American Studies Latin America and the United States are increasingly tied through trade, immigration, security issues, and cultural influences, yet our "distant neighbors" are little understood by U.S. officials, business, or citizens. This course is an interdisciplinary introduction to the principal characteristics of Latin America. It familiarizes students with a variety of different disciplinary and theoretical perspectives that have been used to understand the region's development and contemporary reality, and considers the interrelationships between economic, social, political and cultural factors and the context of world historical developments. Texts include fiction, primary historical documents, film, music and scholarly studies from different disciplines and interdisciplinary perspectives. Classes are organized around discussion and occasional presentations by guest speakers. In addition to exams, students write several short evaluations of readings, and follow one newspaper or on-line information service on contemporary events in Latin America. The course serves as a required introduction to the Latin American Studies minor. Satisfies the International Studies core.
Learning Center Courses

LEARNING CENTER COURSES

Offered by the Center for Writing and Learning

100 Accelerated Reading .25 unit This course is designed to develop flexibility of reading rate to suit the nature of the reader's task. Class instruction is supplemented by lab work. This course is appropriate for those students who have adequate vocabulary and analytical reading skills but who tend to read all materials at a fixed, slow rate.

101 Vocabulary Enrichment .25 unit Through the acquisition of Latin, Greek, and Anglo-Saxon morphemes, students expand both their immediate vocabularies and their ability to define unknown terms. Practice in applying this increased knowledge leads to reading with greater understanding and to speaking and writing with improved clarity and precision.

110 International Student Seminar 25 activity unit This course provides an introduction to college life in the United States. Required of all incoming international students. Pass/fail only.

115 Introduction to the Internet .25 unit This course provides an introduction to the resources of the Internet. Topics include the evolution of the Internet, web culture, basic web page construction, and the use of the Internet in research. Pass/fail only.

MATHEMATICS AND COMPUTER SCIENCE

Professor: Robert Beezer; Martin Jackson; Jerrill Kerrick; Robert Matthews (on leave Spring 2003); John Riegsecker; David Scott; Bryan Smith, Chair; Carol Smith

Assistant Professor: Sigrun Bodine; Michael Casey; DeWayne Derryberry; Susan Lauzac (on leave Fall 2002)

Instructor: Charles Hommel; Alison Paradise; Matthew Pickard

Visiting Instructor: Wendy Dove; Richard Fast

About the Department

The Department of Mathematics and Computer Science offers courses in support of students who need a general introduction to these fields and students who need specific tools and techniques in support of their own fields of study.

For students who want to make Mathematics their major, the Department offers a contract degree in Mathematics in which the student works with a committee of faculty to design an individualized program. Students interested in actuarial studies, applied mathematics, mathematics education, or preparation for graduate studies in mathematics can design a degree program to reflect the student's interests and goals.

Many of the changes in our society during the past 30 years have come about as a direct result of the application of computers in daily life. Indeed, this new technology has found application not only in business, government, and schools, but also in the home and as recreation. For the student interested in computer science, the department offers a contract major in computer science and a more traditional major in computer science / business. It is important for the undergraduate who chooses to specialize in Computer Science to obtain a solid foundation in a more traditional academic discipline as well. Since the ranks of mathematicians proved to be a rich source of pioneers in computer science, the close liaison with mathematics is a natural one and is
Mathematics and Computer Science

the basis for the Bachelor of Science major in Computer Science. For students interested in the application of the computer in business, the Computer Science/Business major provides a strong background in computer science and in business.

Academic computing resources include a network of Pentiums, Power PCs, and UNIX workstations, providing a diverse collection of programming languages, software packages, and software development tools in support of coursework and student research in computer science. Windows and Macintosh laboratories are used for several courses in Mathematics and Computer Science. All computers are on the campus network and have access to the Internet.

Students are introduced to mathematics and computer science via modern pedagogical approaches and have a manifold experience in their courses. They learn subject matter in context, learn some relevant history of the subject, learn to think analytically and logically, and gain experience in both problem solution and in the communication of their solutions to problems. As students move through upper-level courses the department strives to develop in them the ability to critically assess and formulate logical arguments and proofs, and the attitude necessary to cope with the demands of independent inquiry. Students enrolled in mathematics and computer science courses also learn how to formulate and solve problems and to document their solutions, empirically investigate conceptual material in the field and to use those “experiments” to generate conjectures, communicate effectively in both written and oral forms which are typical of the literature of the mathematical sciences, and search and use the literature of the mathematical sciences.

The Bachelor of Science in Mathematics

This degree is awarded on the basis of a course of study agreed upon by the student and a committee of faculty members. During the sophomore year or by the first semester of the junior year, a student who intends to major in Mathematics should select a faculty member in the Department of Mathematics and Computer Science as an advisor. The student and advisor form a committee which consists of two additional faculty members, one from the Department of Mathematics and Computer Science and one other. The student works with the committee to select a coherent set of courses which advance the student’s educational goals. The contract is signed by the student, all three members of the committee, and Chair or Associate Chair of the department, and is filed in the Office of the Registrar. The contract is reviewed periodically and justified modifications are permitted.

Requirements for the Contract in Mathematics

1) Completion of at least eight but not more than 16 units including support courses, with no more than nine units in mathematics, and no more than 14 units, including support courses, from the Department of Mathematics and Computer Science;

2) Completion of a minimum of five upper-division (300-400 level) units in mathematics or a mathematics substitute class;

3) CSCI 161 or equivalent;

4) Two units of related upper-division (300-400 level) courses chosen to provide depth;

5) One upper-division (300-400 level) unit in a proof-based course.
Mathematics and Computer Science

Notes
1) Maintain a grade point average of at least 2.00 in all contract courses. Maintain a grade point average of at least 2.00 in the upper-division (300-400 level) courses in the contract.
2) Complete at least four units of the required upper-division (300-400 level) contract courses at Puget Sound. One of these 4 units may be a course taken as part of a study-abroad program, subject to approval in advance by the student’s contract committee.
3) A contract would normally include the calculus sequence and linear algebra.
4) Students must gain approval for the contract before initiating upper-division coursework. Courses completed before the contract is approved may not necessarily be included in the contract.
5) A proof-based course satisfies the writing in the major requirement.

Requirements for the Minor in Mathematics
1) Completion of a minimum of five units in mathematics. One unit of credit taken from Computer Science, numbered 161 or higher, may count toward the total of five units (HON 213 can be used as an elective unit here);
2) Maintain a cumulative grade-point average of 2.0 in the five units.
3) Complete at least three units of the required courses at Puget Sound.

The Bachelor of Science in Computer Science
This degree is awarded on the basis of a course of study agreed upon by the student and a committee of faculty members. During the sophomore year or by the first semester of the junior year, a student who intends to major in Computer Science should select a faculty member in the Department of Mathematics and Computer Science as an advisor. The student and advisor form a committee which consists of two additional faculty members, one from the Department of Mathematics and Computer Science and one other. The student works with the committee to select a coherent set of courses which advance the student’s educational goals. The contract is signed by the student, all three members of the committee, and Chair or Associate Chair of the department, and is filed in the Office of the Registrar. The contract is reviewed periodically and justified modifications are permitted.

Requirements for the Contract in Computer Science
1) Completion of at least eight but not more than 16 units including support courses, with no more than nine units in computer science, and no more than 14 units, including support courses, from the Department of Mathematics and Computer Science;
2) Completion of a minimum of five upper-division (300-400 level) units in computer science or a computer science substitute class;
3) MATH 121 or equivalent;
4) A total of two proof-based or writing courses in computer science.

Notes
1) Maintain a grade point average of at least 2.00 in all contract courses. Maintain a grade point average of at least 2.00 in the upper-division (300-400 level) courses in the contract.
Mathematics and Computer Science

2) Complete at least four units of the required upper-division (300-400 level) contract courses at Puget Sound. One of these 4 units may be a course taken as part of a study-abroad program, subject to approval in advance by the student's contract committee.

3) A contract would normally include CSCI 161, 261, 281.

4) Students must gain approval for the contract before initiating upper-division coursework. Courses completed before the contract is approved may not necessarily be included in the contract.

Requirements for the Bachelor of Science in Computer Science/Business

1) BPA 205, 305, 310, 315; 1 unit from 402 or 469;
2) CSCI 161, 250, 261, 281, and 455;
3) ECON 170
4) MATH 211, 121 or 258, 271;
5) Maintain a cumulative grade-point average of 2.0 in the required courses in Business and Computer Science.
6) Complete at least four units of the required BPA or CSCI courses at Puget Sound.

Requirements for the Minor in Computer Science

1) Three units to include CSCI 161, 261 and 281;
2) Two units from CSCI 232 (PHYS 232), 250, 310, 315, 325, 340, 361, 370, 375, 425, 431, 455, 471, 475, 481;
3) Maintain a cumulative grade-point average of 2.0 in the five units;
4) Complete at least three units of the required courses at Puget Sound.

Note: Although there is no restriction on how old a course can be and still apply to a major or minor, students who plan to use a course that is several years old as a prerequisite for a current course should consult the instructor to determine if they are adequately prepared.

Course Offerings in Mathematics

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

Note: Students must obtain a grade of C- or better in all prerequisite courses.

103 Introduction to Contemporary Mathematics This course provides an introduction to contemporary mathematics and its applications. It includes topics from management science, statistics, social choice, the geometry of size and shape, and mathematics for computer science. These topics are chosen for their basic mathematical importance and for the critical role their application plays in a person's economic, political, and personal life. This course is designed to prepare students with a minimal background in mathematics. This course is not designed to prepare students for further work in mathematics; however, it is an ideal course to take to meet the core. No credit will be given for MATH 103 if the student has prior credit for another mathematics course above the level of intermediate algebra, including MATH 257, MATH 271 and Advanced Placement for MATH 271. This course is not intended for freshmen. Prerequisite: One year of high school mathematics. Satisfies the Mathematical Reasoning core requirement.
Mathematics and Computer Science

111 College Algebra and Trigonometry This course presents the basic concepts of algebra and trigonometry needed for future courses in mathematics, science, business, or the behavioral and social sciences. It includes a review of elementary algebra, introduction to algebraic functions, exponential and logarithmic functions, and trigonometric functions. Prerequisite: Three years of high school mathematics.

121 Calculus and Analytic Geometry I There are two main topics in the calculus of functions of one variable; differentiation and integration. MATH 121 focuses on differentiation starting with limits and continuity, then defining the derivative and finishing with applications of the derivative in a variety of contexts. Functions studied include polynomial, rational, exponential, logarithmic, and trigonometric functions. Throughout the course all ideas are explored from the symbolic, the graphic, and the numeric points of view. A graphing calculator is used. Students majoring in business or the social sciences, with no prior exposure to calculus, might consider the MATH 258 course. Prerequisite: MATH 111 or its equivalent. Satisfies the Mathematical Reasoning core requirement.

122 Calculus and Analytic Geometry II A continuation of MATH 121. The focus is on integration and its relationship to differentiation. Topics included are defining the integral, the Fundamental Theorem of Calculus, differential equations, applications of the integral, function approximations and sequences and series. Throughout the course, all ideas are explored from the symbolic, the graphic, and the numeric points of view. A graphing calculator is used. Prerequisite. MATH 121 or its equivalent. Satisfies the Mathematical Reasoning core requirement.

122PH Calculus and Analytic Geometry II (integrated with General University Physics) This course is a continuation of MATH 121. MATH 122 focuses on integration and its relationship to differentiation. Topics include vector-output functions, parametrized curves, definite and indefinite integrals, the Fundamental Theorems of Calculus, differential equations, applications of the integral (especially but not exclusively in physics), line integrals, function approximations, sequences and series. Throughout the course ideas are explored from the symbolic, graphic, numerical and physical model points of view. A graphing calculator is used. This is the mathematics portion of an integrated class and must be taken with PHYS 121MA. Prerequisite: MATH 121 or its equivalent. Satisfies the Mathematical Reasoning core requirement.

211 Introduction to Mathematics of Computer Science An introduction to the mathematics underlying computer science. Topics include an overview of basic set theory, logic (propositional and predicate), theorem proving techniques, logic as a method for representing information, equivalence relations, induction, combinatorics, graph theory, formal languages, and automata. Prerequisite: MATH 121 or MATH 258 or equivalent.

221 Multivariate Calculus This course, a continuation of the calculus sequence that starts with MATH 121 and 122, is an introduction to the study of functions that have several variable inputs and/or outputs. The central ideas involving these functions are explored from the symbolic, the graphic, and the numeric points of view. Visualization and approximation, as well as local linearity continue as key themes in the course. Topics include vectors and the basic analytic geometry of three-space; the differential calculus of scalar-input, vector-output functions; the geometry of curves and surfaces; and the differential and integral calculus of vector-input, scalar-output functions. Computer software and graphing calculators are used to increase the range of problems which students can analyze. Prerequisite: MATH 122 or its equivalent. Satisfies the Mathematical Reasoning core requirement.
221PH Multivariable Calculus (integrated with General University Physics) This course is a continuation of MATH 122PH. Student's study of vector-output functions are extended to functions that have vector inputs and either scalar or vector outputs. The central ideas involving these functions are explored from the symbolic, graphic, numeric and physical model points of view. The themes of visualization, approximation and local linearity from one variable calculus continue to be paramount. Topics include the basic analytic geometry of three-space; the differential calculus of vector-input functions that have scalar or vector outputs; vector fields; optimization; line and surface integrals; and the Fundamental Theorems of calculus for multivariable functions. Students use computer software and graphing calculators to increase the range of problems they can analyze. This is the mathematics portion of an integrated class and must be taken with PHYS 122MA. Prerequisites: MATH 122 or its equivalent and PHYS 121 or its equivalent. Satisfies the Mathematical Reasoning core requirement.

232 Linear Algebra This course is a study of the basic concepts of linear algebra and includes an emphasis on developing techniques for proving theorems. Topics covered include systems of linear equations, matrices, Euclidean vector spaces, bases, dimension, linear transformations, determinants, eigenvalues, abstract vector spaces, inner product spaces, change of basis, and matrix representations of linear transformations. Prerequisite: MATH 122. Satisfies the Mathematical Reasoning core requirement.

257 Finite Mathematics An introduction to the theory of linear systems and discrete probability with applications from business and the physical and social sciences. The study of linear systems includes a discussion of matrix theory and linear programming. The concepts from linear systems and probability are integrated in the study of Markov Chains and Game Theory. The use of graphing calculators and computer software are an integral part of the course. This course is recommended for students wanting to complete a minor in mathematics, and it contains topics of particular interest to students studying business or business-related topics. Prerequisite: Three years of high school mathematics. Satisfies the Mathematical Reasoning core requirement. Offered Spring term only.

258 Calculus for Business, Behavioral, and Social Sciences This course takes a problem-solving approach to the concepts and techniques of differential calculus, using polynomial, rational, exponential, and logarithmic functions. It includes an introduction to multivariate topics. Applications are selected primarily from business and the behavioral and social sciences. This course is not intended for mathematics majors, but is recommended for students going on to graduate school in business or desiring more quantitative courses in their studies. Students with some prior exposure to calculus should consider the MATH 121, MATH 122, MATH 221 sequence. Prerequisite: Three years of high school mathematics. Satisfies the Mathematical Reasoning core requirement. No student may earn credit for MATH 258 after earning credit for any one of MATH 121, MATH 122, or MATH 221. Offered Spring term only.

271 The Elements of Applied Statistics A modern introduction to statistics concentrating on statistical concepts and the "why and when" of statistical methodology. The focus of the course is the process of learning to ask appropriate questions, to collect data effectively, to summarize and interpret that information, and to understand the limitations of statistical inference. Statistical software is used in the analysis of data and in statistical inference. Prerequisite: Three years of high school mathematics. Satisfies the Mathematical Reasoning core requirement. Students with Advanced Placement credit for MATH 271 should consider enrolling in MATH 272.
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272 Intermediate Applied Statistics Through real-world cases, the student develops an understanding of statistical methods and the collection, assessment, and communication of statistical evidence regarding questions posed by scientists, researchers, lawyers, engineers, and managers. The course also exposes the students to many of the more advanced statistical methods, including non-parametric methods, analysis of variance, and multiple regression. Prerequisite: MATH 271 or equivalent. Satisfies the Mathematical Reasoning core requirement.

295 Problem Seminar no credit In this class students and faculty discuss problems that cut across the boundaries of the standard courses, and investigate general strategies of problem solving. Students are encouraged to participate in a national mathematics competition. This class meets one hour a week, is graded only on a pass/fail basis, is a 0 credit course, and may be repeated. Prerequisite: Permission of instructor.

300 Geometry The course presents a rigorous treatment of the foundations of Euclidean geometry and an introduction to non-Euclidean geometry. The course emphasizes the axiomatic method and students are expected to do proofs. Students are introduced to the history of the discovery of non-Euclidean geometry. This course is especially recommended for prospective mathematics teachers. Prerequisite: MATH 122. Satisfies the proof-based requirement in major contracts. Credit for MATH 300 will not be granted to students who have completed HON 213.

301 Differential Equations Ordinary differential equations (ODEs) are first introduced in the calculus sequence. This course provides a deeper look at the theory of ODEs and the use of ODEs in modeling real world phenomena. The course includes studies of first order ODEs (both linear and nonlinear), second and higher order linear ODEs, and first order systems of ODEs (both linear and nonlinear). Existence and uniqueness of solutions is discussed in each setting. Most topics are viewed from a variety of perspectives including graphical, numerical, and symbolic. Tools and concepts from linear algebra are used throughout the course. Other topics that may be covered include series solutions, difference equations, and dynamical systems. Prerequisites: MATH 221 and 232 or permission of the instructor.

302 Partial Differential Equations This course introduces partial differential equations, how they arise in certain physical situations, and methods of solving them. Topics of study include the heat equation, the wave equation, Laplace's Equation, and Fourier Series with its applications to partial differential equations and boundary value problems. Additional topics may include Green's Functions, the Fourier Transform, the method of characteristics, dispersive waves, and perturbation methods. Prerequisite: MATH 301 or equivalent. Students who have received credit for MATH 341 may not receive credit for MATH 302. Offered Fall term only.

310 Numerical Analysis Students learn about numerical solutions to linear systems; numerical linear algebra; polynomial approximations (interpolation and quadrature); numerical differentiation and integration. Students also learn about error analysis and how to select appropriate algorithms for specific problems. Prerequisites: MATH 221, 232, and CSCI 161 or equivalent. A grade of C- or better is required in prerequisite courses. Crosslisted as CSCI 310. Offered every other year; not offered 2002-2003.

321/322 Advanced Calculus I, II This course is an introduction to advanced analysis. Topics of study include set theory, the topology of Euclidean spaces, functions, continuity, differentiability of functions and mappings, integration, series, uniform convergence, transformation of multiple integrals, differential geometry of curves and surfaces, and vector calculus. Prerequisites: MATH
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221 and 232 or equivalents, MATH 321 for 322. Satisfies the proof-based requirement in major contracts. MATH 321 offered Fall term only; MATH 322 offered Spring term only.

335 Optimization An introduction to the principal areas of optimization—linear programming, mathematical optimization, and combinatorial optimization. Prerequisites: MATH 221, 232, CSCI 161. Crosslisted as CSCI 335. Offered every other Spring; offered Spring 2003.

338 Combinatorics The study of the basic principles of combinatorial analysis. Topics include combinations, permutations, inclusion-exclusion, recurrence relations, generating functions, and graph theory. Additional material is chosen from among the following topics: Latin squares, Hadamard matrices, designs, coding theory, and combinatorial optimization. Prerequisite: MATH 232. Satisfies the proof-based requirement in major contracts. Offered every three years; not offered 2002-2003.

352 Complex Analysis The calculus of functions with complex numbers as inputs and outputs has surprising depth and richness. The basic theory of these functions is developed in this course. The standard topics of calculus (function, limit, continuity, derivative, integral, series) are explored in this new context of complex numbers leading to some powerful and beautiful results. Applications include using conformal mappings to solve boundary-value problems for Laplace's equation. Prerequisites: MATH 221 and 232 or permission of the instructor. Satisfies the proof-based requirement in major contracts. Offered Spring semester.

373 Linear Statistical Models Using multiple regression as a unifying theme, the student learns the theoretical foundations of regression, many real-world applications of regression, the underlying algorithms and their limitations. The student learns when regression is and is not appropriate, and what alternatives are available in the latter case. Prerequisites: MATH 271 and MATH 232 or permission of the instructor. Offered every three years; next offered Spring 2004.

375 Probability Theory and its Applications This course provides an introduction to the standard topics of probability theory, including probability spaces, random variables and expectations, discrete and continuous distributions, generating functions, independence and dependence, special probability models, sampling distributions, laws of large numbers, and the central limit theorem. The computer is used as a tool to enhance one's understanding of randomness and the above mentioned concepts through simulation, and to solve difficult analytical problems numerically. An emphasis on modeling real-world phenomena is always present. Prerequisite: MATH 221, 232, or permission of the instructor. Satisfies the proof-based requirement in major contracts. Offered Fall semester.

376 Mathematical Statistics This course provides an introduction to statistical concepts for students with a background in probability theory. Building on this background in probability, the course develops statistical theory based on likelihood functions and other standard topics in estimation and testing. Through the analysis of real data, the application of basic statistical concepts is introduced and some familiarity with statistical software is developed. At the conclusion of the course the student should be familiar with the "why, when, and how" of statistical analysis and with basic statistical theory. Prerequisite: MATH 375 or equivalent. Satisfies the proof-based requirement in major contracts. Offered Spring semester.

420 Advanced Topics in Mathematics The topics are chosen each time the course is offered to meet the interests of students and instructors. Possible topics include partial differential equations, differential geometry, topology, statistics, number theory, nonlinear dynamics, and applied
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433/434 Abstract Algebra I, II This course presents a rigorous treatment of modern algebra. The writing of proofs is emphasized. Modern applications of abstract algebra to problems in chemistry, art, and computer science show this is a contemporary field in which important contributions are currently being made. Topics include groups, rings, integral domains, field theory, and the study of homomorphisms. Applications such as coding theory, public-key cryptography, crystallographic groups, and frieze groups may be covered. These are proof-based courses. Prerequisite: MATH 232 or permission of the instructor. Satisfies the proof-based requirement in major contracts. MATH 433 offered Fall term only; MATH 434 offered Spring term only.

471 Mathematical Modeling A study of the process of mathematical modeling as well as specific deterministic (both discrete and continuous) and stochastic models. Certain mathematical topics such as graph theory are developed as needed. Prerequisite: MATH 375 or permission of the instructor. Crosslisted as CSCI 471. Offered every other Spring term; not offered 2002-2003.

491/492 Senior Thesis credit, variable up to one unit. A Senior Thesis allows students to explore areas of mathematics or computer science that are new to them, to develop the skill of working independently on a project, and to synthesize and present a substantial work to the academic community. Thesis proposals are normally developed in consultation with the student’s research committee. This committee consists of the student’s faculty supervisor and two other faculty members. It is involved in the final evaluation of the project. The results are presented in a public seminar or written in a publishable form. Prerequisites: Completion of at least 4 upper-division (300-400 level) courses by the end of the junior year or completion of the major by the end of the fall term of the senior year. The student should have a grade point average of at least 3.5 in all major courses numbered 300 or above.

495/496 Independent Study credit variable up to 1 unit. Students wishing to study an academic area not covered by existing courses in the curriculum may take an independent study. Students should obtain a copy of the Independent Study Policy from the Office of the Registrar. Prerequisites: Junior or senior class standing and cumulative grade average of 3.0.

Course Offerings in Computer Science

Note: Students must obtain a grade of C- or better in all prerequisite courses.

158 Microcomputer Applications in Business This course provides an introduction to the capabilities, applications, and limitations of the computer as a problem-solving tool. The course provides the student with an introduction to the use of applications software in problem-solving, together with an introduction to networking. Topics include the history of the computer and its impact on today’s society, design of spreadsheets and databases, sharing data among applications, introduction to the Internet. Students planning to take further courses in computer science should register for CSCI 161. CSCI 158 cannot be used as a prerequisite course for CSCI 255 or CSCI 261. Prerequisites: two years of high school algebra, MATH 111 or equivalent.

161 Introduction to Computer Science This course is an introduction to computer science and programming. The programming language Java is used to illustrate concepts in computer science. The course emphasizes the use of the computer as a problem-solving tool and the development of good programming style. CSCI 161 is the introductory course for students planning to major or minor in computer science. Students planning on taking further courses in computer science
should select this course instead of CSCI 158. Prerequisite: Three years of high school mathematics, MATH 111 or its equivalent. Satisfies the Mathematical Reasoning core requirement.

232 Digital Electronics and Computer Hardware This course offers each student practical, hands-on experience with modern integrated circuits including a representative microprocessor. Emphasis is placed upon interfacing the microprocessor with external hardware for data acquisition and process control. It serves all students who need familiarity with digital instrumentation or who need an understanding of the specific electronic devices that comprise a computer system. Crosslisted as PHYS 232. Prerequisite: permission of the instructor.

250 Electronic Commerce An introduction to the technological issues in electronic commerce. Topics include networks, the Internet and World Wide Web, web page design, web page programming, HTTP, network and e-commerce security, electronic payment systems. Students program using markup languages and Javascript. Prerequisite: CSCI 161.

261 Computer Science II This course is a continuation of the topics introduced in CSCI 161. It provides an introduction to the study of fundamental data structures and their associated algorithms. Students learn how to choose appropriate data structures and algorithms for particular problems. They learn about lists, stacks, queues, trees, sorting, searching, abstract data types, and object-oriented programming using Java. Prerequisites: CSCI 161 together with MATH 121 or 258; or permission of the instructor. Satisfies the Mathematical Reasoning core requirement.

281 Assembly Language and Computer Architecture Introduction to machine organization, machine structure, data representation, digital logic and assembly language programming on a RISC based architecture. Prerequisite: CSCI 261.

295 Problem Seminar no credit Consideration of a diverse range of problems in computer science from problems in the design of correct and efficient algorithms and the implementation of data structures through problems in the theory of computation. Prerequisites CSCI 261 and permission of the instructor.

310 Numerical Analysis Students learn about numerical solutions to linear systems; numerical linear algebra; polynomial approximations (interpolation and quadrature); numerical differentiation and integration. Students also learn about error analysis and how to select appropriate algorithms for specific problems. Prerequisites: MATH 221, 232, and CSCI 161 or equivalent. Offered every other year; offered Spring 2003.

315 Computer Graphics This course is an introduction to the process of generating images with a computer. The emphasis is on the design and use of graphical facilities for two- and three-dimensional graphics. Students study the techniques of line-drawing, raster graphics, and the mathematical theory underlying computer generated graphics. The mathematical topics covered include rotations, translations, perspective, and curve and surface descriptions. Additional topics covered may include color theory, texture mapping, and anti-aliasing. Prerequisite: CSCI 261. Offered Spring term only.

325 Network Programming This course is an introduction to computer networks. Topics to be covered include the Java programming language, TCP/IP, the implementation of common network programs such as Mail, FTP, Web Browsers and Servers, and client/server programs. Students write programs in Java or C++. Prerequisites: CSCI 261 and one Computer Science course beyond CSCI 261, or permission of instructor.
Mathematics and Computer Science

335 Optimization An introduction to the principal areas of optimization—linear programming, mathematical optimization, and combinatorial optimization. Prerequisites: MATH 221, 232, CSCI 161. Crosslisted as MATH 335. Offered every other Spring; offered Spring 2003

340 Software Engineering Students study the design and implementation of large software systems. Topics include design methodologies, programming team organization and management, program verification and maintenance, human engineering, and CASE tools. Prerequisites: one of CSCI 281, CSCI 361, or CSCI 455 with a grade of C- or better. Satisfies a writing requirement in major contracts. Offered Fall term only.

361 Algorithms and Data Structures This is a course in advanced data structures, the algorithms needed to manipulate these data structures, proofs that the algorithms are correct, and a runtime analysis of the algorithms. Students study advanced data structures such as Red-Black Trees, 2-3 Trees, Heaps and Graphs. Students also study algorithm design techniques including Greedy Algorithms, Divide and Conquer, Dynamic Programming, and Backtracking. They also learn about NP-Complete problems. Prerequisites: CSCI 261, CSCI 281 (may be taken concurrently), and either MATH 211 or MATH 232 (MATH 232 may be taken concurrently). Satisfies a writing requirement in major contracts. Offered Spring term only.

370 Theory of Computation An introduction to formal models of computers and computation. Topics include formal languages and automata theory, computability, decidability, and Church's Thesis. Prerequisites: CSCI 361 and either MATH 211 or 232. Satisfies the proof-based requirement in major contracts. Offered every other Fall; offered Fall 2002.

375 Computer Systems and Architecture Design The study of the functionality and implementation of computing machines. Topics include central processor design, memory hierarchies, and parallel architectures. The class explores the motivations behind the fundamental concepts as well as analyzes their particular implementation in existing machines. Prerequisite: CSCI 361 (may be taken concurrently). Offered every other Spring term; not offered 2002-2003.

425 Advanced Topics in Computer Science The topics are chosen each time the course is offered to meet the interests of students and instructors. Possible topics include computer architecture, computer modeling and simulation, networks, advanced graphics, and advanced artificial intelligence. Prerequisites: CSCI 361 and permission of the instructor. Not offered 2002-2003.

431 Introduction to Artificial Intelligence This course introduces the student to the techniques of artificial intelligence using LISP or Prolog. The student is introduced to the basic techniques of uninformed and informed (heuristic) search, alpha-beta pruning in game trees, production systems, expert systems, neural networks, and to techniques of knowledge representation and problem solving. Additional topics may include computer models of mathematical reasoning, natural language understanding, machine learning, and philosophical implications. Prerequisite: CSCI 361 (may be taken concurrently) or permission of instructor. Offered every other Fall; offered Fall 2002.

455 Introduction to Database Management Systems The design and implementation of database management systems with emphasis on the relational and object-oriented models for data. Topics include data models, design methods and tools for design, SQL, database tools, and implementation issues, and include substantial work with a commercial main-frame relational database management system and associated tools. Prerequisites: CSCI 261, and either MATH 211 or 232. Satisfies a writing requirement in major contracts. Offered Spring term only.
Mathematics and Computer Science

460 Senior Project  A practical computer software development experience to incorporate topics learned in advanced computer science courses with the tools and techniques for software development studied in the software engineering class. Prerequisites: CSCI 340, with at least one upper division computer science course in an area related to the project. Satisfies a writing requirement in major contracts.

471 Mathematical Modeling  A study of the process of mathematical modeling as well as specific deterministic (both discrete and continuous) and stochastic models. Certain mathematical topics such as graph theory are developed as needed. Prerequisite: MATH 375 or permission of the instructor. Crosslisted as MATH 471. Offered every other Spring term; not offered 2002-2003.

475 Operating Systems  The student studies the fundamental principles of modern operating systems. Topics include input/output, concurrent processing, memory management, file systems, security, threads, and distributed systems. Students study abstract models as well as actual examples of operating systems such as Windows NT and Linux. Prerequisites: CSCI 361 Offered every other Spring term; offered Spring 2003.

481 Compilers and Compiler Writing  The study of formal languages and automata theory and their application to the process of translating a source program written in a high-level computer language (source language) to an intermediate language. The study of the process and techniques of taking an intermediate language and employing syntax-directed translation together with optimization to produce an efficient low-level language program equivalent to the source program. This course is based in part on the course “PL: Programming Languages as described in the ACM (Association for Computing Machinery) 1991 course recommendations. It gives a formal presentation of programming language translation and compiler writing. The emphasis is on both the theoretical and some of the practical problems posed in implementing a compiler. Prerequisites: CSCI 281 and MATH 211 or CSCI 370 (CSCI 370 may be taken concurrently). Offered every other Spring term; not offered Spring 2003.

491/492 Senior Thesis  credit, variable up to one unit. A Senior Thesis allows students to explore areas of mathematics or computer science that are new to them, to develop the skill of working independently on a project, and to synthesize and present a substantial work to the academic community. Thesis proposals are normally be developed in consultation with the student’s research committee. This committee consists of the student’s faculty supervisor and two other faculty members. It is involved in the final evaluation of the project. The results are presented in a public seminar or written in a publishable form. Prerequisites: Completion of at least 4 upper-division courses by the end of the junior year, or completion of the major by the end of the fall term of the senior year. The student should have a grade point average of at least 3.5 in all major courses numbered 300 or above.

495/496 Independent Study  credit variable up to 1 unit. Students wishing to study an academic area not covered by existing courses in the curriculum may take an independent study. Students should obtain a copy of the Independent Study Policy from the Office of the Registrar. Prerequisites. Junior or senior class standing and cumulative grade average of 3.0.
Music

MUSIC

Professor: Geoffrey Block; Thomas Goleeke; Duane Hulbert; Patri Krueger; Robert Musser (on leave Fall 2002); Keith C. Ward, Director

Associate Professor: Tanya Stambuk

Assistant Professor: Robert Hutchinson; Janet Pollack; Maria Sampen; Jerry Yonkman; Steven Zopfi

Northwest Artist in Residence: Cordelia Wikarski-Miedel

Affiliate Artist Faculty: Joseph Adam; Marcia Baldwin; Lynn Bartlett-Johnson; Rodger Burnett; Christophe Chagnard; Michael Delos; Karla Hygare; Jennifer Nelson; Chris Olka; Sydney Potter; Amy Putnam; Paul Rusanelli; Joyce Ramee; Douglas Rice; Stephen Schermer; Jay Judson Scott; Kathryn Weld; Mark Williams; Pat Wunster

About the School

The School of Music at the University of Puget Sound serves a diverse population, offering course and performance opportunities for over 500 students each term while providing a rich curriculum for approximately 120 majors and 45 minors. It is recognized nationally for its unique position in offering the breadth of a liberal arts curriculum while maintaining the highest musical standards for those who choose to major in music performance, music education, or music with elective studies in business.

The School of Music offers courses leading to the Bachelor of Music and Bachelor of Arts degrees, and it offers concentrated study through a music minor. Courses for general University students suitable to their background and interest are offered to fulfill certain general University core requirements and to serve as electives.

The School of Music is an accredited institutional member of the National Association of Schools of Music (NASM), the accrediting agency designated by the United States Department of Education as the agency responsible for the accreditation of music curricula in higher education. In the field of teacher education, NASM cooperates with the National Council for Accreditation of Teacher Education (NCATE). NASM is also a constituent member of the American Council of Education. Baccalaureate programs accredited are the professional degrees in performance, music education, music business and the Bachelor of Arts degree with a major in music.

The School of Music has three objectives: to develop musical competence and skill in students pursuing baccalaureate degrees in music, to offer University students cultural and intellectual enrichment through music classes and performance study, and to contribute to an active and creative cultural climate on campus. More specifically, these goals include measurable skills and understandings developed in courses in Music Theory, Music History and Literature, Music Education, Music Business, and Performance.

The Bachelor of Music, the initial professional degree in music, is offered in Performance (piano, voice, organ, and all orchestral instruments), Music Education, and Music Business. Through this degree students will develop the knowledge, understanding, concepts, sensitivity, and competence on a performing instrument that is essential to life as a professional musician.

The Bachelor of Arts with a major in Music is the traditional liberal arts degree. Students attain a greater understanding of music through broad, flexible coverage of cultural, historical, analytical, and creative issues in the field. Students become familiar with the historical develop-
ment of a particular musical tradition and learn methods of analysis for critical interpretation of music. They also develop abilities in music performance through studio lessons and participation in performing ensembles. They may construct programs of study that provide a background for the pursuit of graduate study in music theory, music history and musicology, composition, music librarianship, or other music-related fields. Students who wish to emphasize one of these areas in their studies should consult their advisor early in the sophomore year.

An audition is required of all incoming students who wish to major in music or who wish to be considered for scholarships. A student need not be a music major to be awarded a music scholarship. Audition dates and times should be arranged through the Music Admission office.

The School of Music plays an important role in contributing to the cultural climate of the campus and surrounding community through frequent concerts, master classes, festivals, and recitals. Students may participate in a wide variety of performing groups. Certain groups require an audition, while others do not. The performing groups are listed under Course Offerings.

**Applied Music**

A four-year course of applied music through individual lessons is offered to students in keyboard, orchestral and band instruments, voice, and classical guitar. The choice of materials is left to the discretion of the instructors. Students accepted to the Performance Major take courses 161 through 462; all others take courses 111 through 412. Applied Music is not available for audit and may not be taken pass/fail.

Lessons which fall on official University holidays cannot be made up. There are no make-up lessons for absences, unless absence is due to illness. *Students register for lessons through the School of Music office, prior to University registration.*

**Applied Music Fees**

- One-quarter unit, $85
- One-half unit, $170
- One unit, $340

**Class Lessons**

Class lessons are available in piano, guitar and voice for students who wish to elect this form of applied music instruction or who, in the opinion of the appropriate applied music chair, find the experience necessary to qualify for private or small group instruction.

**Requirements for the Major**

1) Entrance audition to demonstrate appropriate background and potential for formal acceptance into the School of Music. Entrance requirements for admission to the program leading to the Bachelor of Music in vocal performance include a minimum of two years of prior voice training and performance at the entrance audition of four selections of a contrasting nature drawn from early Italian songs and arias, art songs, and operatic arias appropriate for developing voices.

2) Completion of 32 units for the Bachelor of Arts or Bachelor of Music degree; in the Bachelor of Arts program students must fulfill the Fine Arts core requirement with a course outside of Music.

3) Music majors must attain, maintain membership in, attend, and be registered for the appropriate major University music ensemble (band, orchestra, choir) during all semesters in which
they are in residence. Music majors electing a wind or percussion instrument as their principal performing medium are required to participate in the Wind Ensemble; string instruments in the University Symphony Orchestra; voice students in the Adelphian Concert Choir, the University Chorale, or the Dorian Singers; keyboard and guitar students in any of the above ensembles. They may elect and are encouraged to perform in additional ensembles if they desire and can qualify.

4) Each major must pass the Keyboard Musicianship Examination, preferably during the sophomore year. Typically, this requirement is completed in the two-year music theory sequence. Details of the examination are available in the School of Music Office.

5) With the exception of the semester in which Music Business majors are registered for internship, music majors are required to be registered for applied music every semester.

6) Recital requirements for Bachelor of Music candidates majoring in Performance are a minimum of one-half of a formal evening recital or three noon recital appearances in the principal performing medium in the junior year and a full recital demonstrating a high level of musicianship in performance in the principal performing medium in the senior year. Other majors must make at least one noon recital appearance during both their junior and senior years.

7) To advance to the junior year, a student must have an interview with an academic advisor, a 2.3 overall grade-point average and 2.5 music grade-point average and an audition or jury in the student's major performance area. Students who are in majors that require a final field experience will have a second interview with an advisor and a second review of academic performance (a minimum of 2.3 overall grade-point average and 2.5 music grade-point-average). A recommendation to continue in the Bachelor of Music in Performance degrees is based on an assessment by the faculty of a student's progress in music theory, music history, ensembles, and applied music.

8) All transfer students are required to take placement examinations in Music Theory and Music History prior to registration; Music Education transfer students are required to complete Music 393 or an equivalent one-semester, in-school teaching experience.

9) Each semester in residence all music majors register for Recital Attendance (109/309), a non-credit course. All music majors are expected to fulfill the Recital Attendance Requirement by attending a prescribed number of concerts and recitals.

Note: Music majors and minors must receive a grade of C- or better in all courses required by the School of Music. A course in which the student receives less than a C- will not satisfy the graduation requirements of the School of Music. Music Education majors must receive a grade of C- or better in all required courses to fulfill Washington State teacher certification requirements. Courses more than 10 years old may not be included in a major or minor offered by the School of Music.

**Bachelor of Music in Performance**

**Piano Emphasis**

1) Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;

2) Three units History MUS 230, 231, and 493;

3) One-half unit Conducting: MUS 291 or 293;
4) Seven units Applied Music: 6 units of MUS 161 through 462 (major instrument), MUS 353 (Pedagogy and Literature), MUS 168 or 368 (Chamber Music), and MUS 422 (Junior-Senior Recital);

5) Two and one-half units to be chosen from MUS 168/368 (.5 unit maximum), 220, 221, 222, 291, 292, 293, 294, 301, 335, 341, 393, 394, 401, 402, 493, 494; a maximum of .5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);

6) Participation in a performing group each term as specified under Requirements for the Major;

7) Recital attendance.

**Voice Emphasis**

1) Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;

2) Three units History: MUS 230, 231, and 493;

3) One-half unit Conducting: MUS 293;

4) Seven and one-half units Applied Music: 6 units of MUS 161 through 462 (major instrument); MUS 235 and 236 (Diction), MUS 356 (Pedagogy and Literature), and MUS 422 (Junior-Senior Recital);

5) Two units to be chosen from MUS 168/368 (.5 unit maximum), 220, 221, 222, 291, 292, 294, 301, 335, 341, 393, 394, 401, 402, 493, 494; a maximum of .5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);

6) Participation in a performing group each term as specified under Requirements for the Major;

7) Recital attendance;

8) Two units of a Foreign Language to fulfill the Communication II, Option B core requirement.

**Organ Emphasis**

1) Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;

2) Three units History: MUS 230, 231, and 493;

3) One-half unit Conducting: MUS 291 or 293;

4) Six and one-half units Applied Music: 6 units of MUS 161 through 462 (major instrument); MUS 357 (Performance Practice and Literature), MUS 422 (Junior-Senior Recital);

5) Three units to be chosen from MUS 168/368 (.5 unit maximum), 220, 221, 222, 291, 292, 293, 294, 301, 335, 341, 393, 394, 401, 402, 493, 494; a maximum of .5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);

6) Participation in a performing group each term as specified under Requirements for the Major;

7) Recital attendance.

**Orchestral Instrument Emphasis**

1) Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;

2) Three units History: MUS 230, 231, and 493;

3) One-half unit Conducting: MUS 291;

4) Seven units Applied Music: 6 units of MUS 161 through 462 (major instrument); 1 unit of MUS 168 and/or 368 (Chamber Music); MUS 422 (Junior-Senior Recital);
Music

5) Two and one-half units to be chosen from MUS 168/368 (.5 unit maximum), 220, 221, 222, 224, 292, 293, 294, 301, 335, 341, 393, 394, 401, 402, 493, 494; a maximum of .5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);

6) Participation in a performing group each term as specified under Requirements for the Major;

7) Recital attendance.

Bachelor of Music in Music Education

Music Education

Graduates will be able to achieve Washington State teacher certification by completing the Master of Arts in Teaching degree. (The MAT program is described in the Education section of this Bulletin.) Within a five-year program, students will thus be able to earn both a Bachelor of Music in Music Education and a Master of Arts in Teaching. The Bachelor of Music in Music Education is a prerequisite in the Master of Arts in Teaching degree. Application to the MAT will take place in the Senior year. Details are available from the School of Education.

An endorsement in music requires completion of the major. Licensed, practicing teachers who wish to apply for completion of music certification, which includes completion of all music education major courses, should send a letter of application outlining previous certification, experience and goals; all transcripts; and a copy of their Washington teaching license. All unlicensed teacher applicants will be expected to complete the music education major and the fifth-year MAT program for teacher certification.

Instrumental and General Emphasis

1) Four units Music Theory to include 101/103, 102/104, 201/203, and 202/204;
2) Three units Music History to include 230, 231, and 493;
3) Five and one-half units Music Education to include MUS 291, 292, 294, 295, 296, 297, 298, 393, 394, 395, 396, 397, and 398;
4) Two units Applied Music 111 through 412 on major instrument (Strings, Winds, or Percussion);
5) One and one-half units music electives (may include activity units; 222 is strongly recommended; a maximum of .5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);
6) Participation in a performing group each term as specified under Requirements for the Major;
7) Recital attendance;
8) EDUC 411, 412, 413 recommended as electives.

Choral and General Emphasis

1) Four units Music Theory to include 101/103, 102/104, 201/203, and 202/204;
2) Three units Music History to include 230, 231, and 493;
3) Five and one-half units Music Education to include MUS 205, 206, 292, 293, 294, 295, 296, 297, 298, 393, 394, 397, and 398;
4) Two units Applied Music 111 through 412 (Voice or Piano);
Music

5) One and one-half units music electives (may include activity units; 222 is strongly recommended; a maximum of .5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);

6) Participation in a performing group each term as specified under Requirements for the Major;

7) Recital attendance;

8) EDUC 411, 412, 413 recommended as electives.

Keyboard or other instrumental majors enrolled in the music education choral/general degree program require four semesters of applied voice (which may include up to two semesters of class voice).

A student who desires a comprehensive program (demonstrated experience in both vocal and instrumental music) must complete an application process during the first semester of the sophomore year. If the student is accepted, a program will be designed to fulfill the instrumental, choral, and general degree requirements. The comprehensive music education major requires four semesters of applied voice, which may include two semesters of class voice.

Bachelor of Music with Elective Studies in Business

1) Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;

2) Three units History: MUS 230, 231, and 493;

3) One-half unit Conducting: MUS 291 or 293;

4) Two units Music Business: MUS 341 and 497;

5) Four units Business and Computer Science: BPA 205, 305, 310, and CSCI 158; ECON 170 is a prerequisite for BPA 310; MATH 271 is recommended but not required. (Students should note that ECON 170 satisfies the Society core requirement and MATH 271 satisfies the Mathematical Reasoning core requirement.)

6) Two units Applied Music: MUS 111 through 412 (major instrument);

7) One and one-half units to be chosen from MUS 161-462 (by permission of instructor), 168/368 (.5 units maximum), 220, 221, 222, 291 or 292, 293 or 294, 301, 393, 394, 401, 493, 494; a maximum of .5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);

8) Participation in a performing group each term as specified under Requirements for the Major;

9) Recital attendance.

Bachelor of Arts with a Major in Music

1) Four units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204;

2) Three units Music History to include MUS 230, 231, 493;

3) Two units Applied Music (major instrument) to include MUS 111 through 412;

4) Participation in a performing group each term as specified under Requirements for the Major;

5) Recital Attendance.
Music

Minor in Music

1) Two units Theory: MUS 101/103, 102/104;
2) Two units History: one unit from MUS 100, 230, 231, 274, 275, 276, 493; one unit from MUS 100, 220, 221, 222, 230, 231, 274, 275, 276, 493;
3) One unit Applied Music: MUS 111 through 212; (Voice minors: four semesters, which may include MUS 107/108 at the discretion of the voice department);
4) One unit Music elective;
5) Each Music minor shall register for and maintain membership for at least four semesters in the large University music ensemble appropriate to the student’s major instrument and ability.

Major Area Courses

Theory

101/103, First Year Theory
102/104, First Year Theory
201/203, Second Year Theory
202/204, Second Year Theory
301, Analysis of Form and Texture of Music
335, Jazz Theory and Improvisation
401, Counterpoint
402, Orchestration

History and Literature

100, Survey of Music Literature
220, Survey of American Musical Theater
221, Jazz History
222, Music of the World’s Peoples
230/231, History and Literature of Music I, II
274, The Age of Haydn, Mozart, and Beethoven
275, Romanticism in Music
276, Twentieth Century Music
493, Special Topics in Music History
494, Music History Thesis

Pedagogy and Literature

235/236, Diction for Singers I, II
353, Piano Pedagogy and Literature
356, Singing: Its History, Pedagogy, and Literature
357, Performance Practice and Literature for the Organ

Conducting

291, Instrumental Conducting and Rehearsal Techniques I
292, Instrumental Conducting and Rehearsal Techniques II
293, Choral Conducting and Rehearsal Techniques I
294, Choral Conducting and Rehearsal Techniques II
Performing Groups
170/370, University Wind Ensemble
172/372, Adelphian Concert Choir
174/374, University Symphony Orchestra
176/376, University Chorale
178/378, University Madrigal Singers
180/380, Dorian Singers
184/384, Jazz Band
188/388, University Band
319, Opera Theatre

Music Business
327, Practicum in Music Education/Music Business
341, Seminar in Music Business
497, Music Business Internship

Music Education
295, Instrumental Techniques: Brass
296, Instrumental Techniques: Percussion
297, Instrumental Techniques: Saxophone and Double Reeds
298, Techniques of Accompanying
327, Practicum in Music Education/Music Business
393, Secondary Music Methods
394, Elementary Music Methods
395, Vocal Techniques
396, Instrumental Techniques: 'Cello and Bass
397, Instrumental Techniques: Violin and Viola
398, Instrumental Techniques: Flute and Clarinet

Applied Music
107, Class Voice, Beginning Level
108, Class Voice, Intermediate Level I
113, Class Guitar, Beginning Level
114, Class Guitar, Intermediate Level
111-412, Applied Music
161-462, Applied Music
168/368, Instrumental Chamber Music/Opera Workshop
205, Class Piano I
206, Class Piano II

Courses Especially Suitable for Non-Majors
All Performing Groups (no audition required University Chorale and University Band)
Applied Music, including classes (subject to audition by instructor and availability)
MUS 100, 220, 221, 222, 230, 274, 275, and 276 (Fine Arts Core requirement courses)
Music

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

100 Survey of Music Literature This course is a survey of Western music from the Middle Ages to the present. Through study of music literature from historical periods and the cultivation of critical listening skills, students develop an understanding of musical styles and structures and the ability to listen perceptively to music. Includes attendance of concert performances either on or off campus. Satisfies the Fine Arts core requirement.

101/103 First Year Theory (101) Aural perception of music through sight-singing: rhythmic, melodic, and harmonic dictation. Development of keyboard skills. (103) Fundamentals of musicianship through the study of all scales, intervals, triads, four-part writing, including all diatonic triads and their inversions. Harmonization of melodic lines and figured bass. Original composition using various instruments and simple two-part forms. Offered Fall term only.

102/104 First Year Theory Continuation of 101/103, including all diatonic seventh chords and their inversions in a four-part texture. Phrases modulating to near related keys. Prerequisite: MUS 101/103 or advanced placement by examination. Offered Spring term only.

107 Class Voice, Beginning Level .25 unit Designed to introduce and develop basic vocal skills, including but not limited to, tone quality, range, flexibility, repertoire, and phonetics. This class is best suited to those with less than one year of previous vocal training. Offered Fall term only. May be repeated for credit.

108 Class Voice, Intermediate Level .25 unit A continuation of MUS 107. May be repeated for credit. Prerequisite: permission of instructor. Offered Spring term only.

109/309 Recital Attendance No credit. Required of all music majors. Pass/fail grading only.

111/112, 211/212, 311/312, 411/412 Applied Music .25 unit each For Applied Music students other than Performance majors. One half-hour lesson per week is required. The choice of materials is left to the discretion of the instructors in each applied music department. In the jury examination given at the end of the term, students are required to perform excerpts from the material studied. Registration for lessons is through the Music office prior to University registration. Prerequisite: previous music experience; audition required. May be repeated for credit. Cannot be audited or taken pass/fail.

113 Class Guitar I .25 unit Designed for students with minimal guitar background. The course deals with music notation, scales, chords, and fundamental techniques of playing the guitar. May be repeated for credit. Offered Fall term only.

114 Class Guitar II .25 unit Continuation of MUS 113. Basic repertoire is developed as well as more advanced techniques. May be repeated for credit. Prerequisite: MUS 113 or permission of instructor. Offered Spring term only.

161/162, 261/262, 361/362, 461/462 Applied Music, Performance Majors .5-1 unit each Designed for Applied Music students admitted to the Performance degree or other Applied Music students with written permission from the Director of the School of Music. One hour-long or two half-hour lessons per week required. May be repeated for credit. Registration for lessons is through the Music office prior to University registration. Cannot be audited or taken pass/fail.
Music

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>168/368</td>
<td>Instrumental Chamber Music/Opera Workshop</td>
<td>.5</td>
<td>Music for small vocal and instrumental ensembles, one performer to a part. May be repeated for credit. Prerequisite: permission of instructor.</td>
</tr>
<tr>
<td>170/370</td>
<td>Wind Ensemble</td>
<td>.5</td>
<td>Preparies and performs music of many styles. Makes public appearances throughout the year and tours in the western United States. Audition required. May be repeated for credit. Pass-fail grading only.</td>
</tr>
<tr>
<td>172/372</td>
<td>Adelphian Concert Choir</td>
<td>.5</td>
<td>Preparies and performs varied repertoire for mixed voices. Makes public appearances throughout the year and tours in the western United States. Audition required. May be repeated for credit. Pass-fail grading only.</td>
</tr>
<tr>
<td>174/374</td>
<td>University Symphony Orchestra</td>
<td>.5</td>
<td>Preparation and performance of works for symphony orchestra. Makes public appearances throughout the year. Audition required. May be repeated for credit. Pass-fail grading only.</td>
</tr>
<tr>
<td>176/376</td>
<td>University Chorale</td>
<td>.25</td>
<td>An all-University group for mixed voices. Local performances are scheduled each semester. Audition not required. May be repeated for credit. Pass-fail grading only.</td>
</tr>
<tr>
<td>178/378</td>
<td>University Madrigal Singers</td>
<td>.25</td>
<td>Selected from the Adelphian Concert Choir. Specializes in the performance of vocal chamber music. May be repeated for credit. Pass-fail grading only. Offered Fall term only.</td>
</tr>
<tr>
<td>180/380</td>
<td>Dorian Singers</td>
<td>.25</td>
<td>An auditioned ensemble of women who rehearse twice a week to develop their individual voices through repertoire chosen for its lyrical character. They sing both accompanied and a capella literature and appear in concert several times each semester. Audition required. May be repeated for credit. Pass-fail grading only.</td>
</tr>
<tr>
<td>184/384</td>
<td>Jazz Band</td>
<td>.25</td>
<td>Preparies and performs music of many jazz styles for both large bands and small combos. The jazz band plays concerts throughout the year, both on and off campus. Audition required. May be repeated for credit. Pass-fail grading only.</td>
</tr>
<tr>
<td>188/398</td>
<td>University Band</td>
<td>.25</td>
<td>An all-University group for brass and woodwind players and percussionists. Local performances are scheduled each semester. Audition not required. May be repeated for credit. Pass-fail grading only.</td>
</tr>
<tr>
<td>201/203</td>
<td>Second Year Theory</td>
<td></td>
<td>(201) Four-part harmonic dictation including seventh chords and their inversions, modulations, altered and augmented sixth chords, chromatic melodies, and more complicated rhythms. Sight-singing, keyboard harmony. (203) Chromatically altered chords through the augmented sixth chords. Modulations to remote keys. Chords of the ninth, 11th or 13th. Analysis. Original compositions using the above for various instruments and larger forms. Prerequisite: MUS 102/104 or advanced placement by examination. Offered Fall term only.</td>
</tr>
<tr>
<td>202/204</td>
<td>Second Year Theory</td>
<td></td>
<td>(202) Continued experience with hearing and sight-singing highly chromatic phrases. Nontonally centered melodic lines and more complicated rhythms. Further keyboard practice in score reading and improvisation. (204) Techniques of the twentieth century. Modal harmony, quartal harmony, polytonality, serial techniques. Distinct twentieth-century rhythms and melodic practices. Analysis. Original works using various combinations of instruments and the techniques studied. Prerequisite: MUS 201/203 or advanced placement by examination. Offered Spring term only.</td>
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</tbody>
</table>
Music

205 Class Piano I .25 unit This is a course designed for students who have had some prior instruction on the piano. With the piano as a medium students develop an artistic awareness of music from different cultures as well as historical periods. The course focuses on improving music reading ability, harmonizing melodies, improvisation, basic musicianship, and performance of repertoire from the advanced beginner/early intermediate level literature. Prerequisite: permission of instructor. May be repeated for credit up to 1 unit maximum. Offered Fall term only.

206 Class Piano II .25 unit This course is a continuation of MUS 205. Students who have sufficient background from studies elsewhere may enroll in this course with the approval of the instructor. The focus of this course is on improving abilities in music reading, harmonization and improvisation, as well as developing a heightened artistic awareness of cultures through more advanced piano repertoire. Prerequisite: permission of instructor. May be repeated for credit up to 1 unit maximum. Offered Spring term only.

220 The Broadway Musical A historical survey that focuses on the principal developments and creators of the modern Broadway musical from the 1920’s to the present. Through a study of representative musicals the course emphasizes the relationship between music and drama, critical, analytical, authenticity, and social issues, the creative and collaborative process, and adaptation. Satisfies the Fine Arts core requirement. Offered Fall term only.

221 Jazz History A historical survey that focuses on the principal elements and styles of jazz, its trends and innovators, and its sociology. The course is designed to develop a critical awareness, understanding, and appreciation of jazz. Satisfies the Fine Arts core requirement. Offered Spring term only.

222 Music of the World’s Peoples An introductory survey of the music from world cultures as diverse as Native American, African, African American, Eastern European, South Indian, Indonesian, Japanese, and Ecuadorian. This introduction to ethnomusicology examines music as a human activity—a product of its historical, social, and cultural context. Satisfies the Fine Arts core requirement. Offered Spring term only.

230 History and Literature of Music I A survey of music history from the foundations of Western music in ancient Greece to late eighteenth century Vienna. Topics include sacred and secular monophonic and polyphonic music in the Middle Ages and the development of vocal and instrumental musical styles and genres in the Renaissance, Baroque, and Classic eras. Detailed analytical, historical, and critical study of representative works through lectures, class discussions, writing assignments, and directed listening. MUS 102/104 strongly recommended. Satisfies the Fine Arts core requirement. Offered Fall term only.

231 History and Literature of Music II A survey of music history that traces the development of Western musical styles and ideas from the late eighteenth century to the present. Topics include symphonic and concerto literature, Lieder and opera, piano and chamber music, nationalism, modernism, neo-classicism, jazz, the avant-garde, and postmodernism. Detailed analytical, historical, and critical study of representative late classical, romantic, and twentieth century works through lectures, class discussions, writing assignments, and directed listening. MUS 201/203 strongly recommended. Offered Spring term only.

235 Diction for Singers I .5 unit This class introduces the student to the symbols of the International Phonetic Alphabet and how to use those symbols in the study of languages. The course
also studies and applies the basic rules of English and Italian diction for singers through oral drills and transcription of song texts. Offered alternate Fall terms; next offered Fall 2003.

236 Diction for Singers II .5 unit This class is devoted to the study of German and French diction for singers. After introducing the sounds of each language, the class studies and applies the rules of pronunciation through oral drills and transcription of song texts. Offered alternate Spring terms; next offered Spring 2004.

274 The Age of Haydn, Mozart, and Beethoven An introductory survey of music of the classic period (1750-1825). The historical and stylistic developments of this era are explored through the life and works of the three classic period masters, Haydn, Mozart, and Beethoven. Satisfies the Fine Arts core requirement. Next offered Fall 2003.

275 Romanticism in Music An introductory survey of music in the Romantic era (1815 - 1900) from the late works of Beethoven and Schubert to Mahler and Debussy at the turn of the twentieth century. Students explore historical and stylistic developments through the critical study of representative works from the period. Major genres and the lives of the composers are considered, and the importance of the creative process for society is critically examined. Satisfies the Fine Arts core requirement. Offered Fall 2002.

276 Twentieth-Century Music An introductory survey of twentieth-century music. The course explores the musical styles and cultural ideologies of selected European and American modernists active before and after World War I (e.g., Debussy, Schoenberg, Stravinsky, Ives), varieties of neo-classicism prominent between the wars, the post-World War II avant-garde that introduced electronic and chance music, and postmodernism (including minimalism). Approximately equal emphasis is given to selected pop styles and genres, jazz, blues, popular song, the Broadway musical, film music, and rock. Satisfies the Fine Arts core requirement. Offered Spring 2003.

291 Instrumental Conducting and Rehearsal Techniques I .5 unit Basic fundamentals of conducting such as beat patterns, baton techniques, transposition, score and clef reading, subdivisions, fermatas, and releases. Introduction to rehearsal techniques and score preparation. Prerequisite: MUS 102/104. Offered Fall term only.

292 Instrumental Conducting and Rehearsal Techniques II .5 unit More advanced baton technique and refinement of basic fundamentals of conducting with emphasis on expressive gestures and rehearsal techniques. Score analysis and study and preparation for performance. Prerequisite: MUS 291 or permission of instructor. Offered Spring term only.

293 Choral Conducting and Rehearsal Techniques I .5 unit Basic elements of conducting, including beat patterns, cues, articulations, baton technique, and score analysis are learned and refined. Evaluation through video taping and class critiques. Experience before performing groups is a part of final evaluations. Prerequisite: MUS 102/104. Offered Fall term only.

294 Choral Conducting and Rehearsal Techniques II .5 unit Elements of conducting including cues, articulations, expressive gestures are refined. Score selection and detailed analysis is emphasized. Evaluation through video taping and class discussion are scheduled weekly. Rehearsal and conducting performance experience with the concert choir is provided. Prerequisite: MUS 293 or permission of instructor. Offered Spring term only.
Music

295, 296, 297 Instrumental Techniques .25 unit each  Fundamental class instruction in preparation for teaching in the schools. The classes function basically as playing laboratories. Prerequisite: MUS 102/104.

295 Brass  Must be taken concurrently with MUS 291 or 293  Fall term
296 Percussion  MUS 292 or 294  Spring term
297 Saxophone and Double Reeds  MUS 291 or 293  Fall term

298 Techniques of Accompanying .25 unit  The course provides a focus on accompanying skills for the music classroom on both keyboard and fretted instruments. The skills development is complimented by the study of teaching methods and laboratory experiences in class and in the school. Co-requisite: to be taken concurrently with MUS 292 or 294. Offered alternate Fall terms; offered Fall 2002.

301 Analysis of Form and Texture of Music  An introduction to analytical techniques involving the larger forms of music: Sonata-Allegro, Variation, Rondo, and Fugue. Prerequisite: MUS 202/204 or permission of the instructor. Offered alternate Fall terms; next offered Fall 2003.

319 Opera Theatre .25 activity unit  The preparation and performance of works for the musical stage. Audition required. May be repeated for credit. Pass-fail grading only. Offered Spring term only.

327 Practicum in Music Education/Music Business  Credit, variable up to 1 unit. An on-site experience in a school music classroom or music business, providing the student with pre-professional opportunities to observe and participate in school music and music business programs. Term project and journal required. Applications are due into the School of Music early in the semester preceding registration. Prerequisite: permission of instructor. May be repeated for credit if total credit will not exceed one unit.

335 Jazz Theory and Improvisation  An introduction to jazz theory and improvisation though the study of selected compositions with emphasis on musical analysis, transcription, and performance. Prerequisite: MUS 202/204 or permission of instructor. Offered alternate Fall terms; offered Fall 2002.

341 Seminar in Music Business  The study of principles and procedures providing a background for work in the music industry. Each phase of the music industry is explored. Opportunities are provided for self-evaluation to assist students in selecting an area of concentration. Offered alternate Spring terms; next offered Spring 2004.

353 Piano Pedagogy and Literature .5 unit  Basic concepts of piano techniques and musicianship, and their demonstration in the teaching studio. Selection of teaching materials from method courses for beginning students to repertoire for advanced pianists. Emphasis on creating teaching situations, student demonstration. Survey of well-known piano literature for interpretive guidelines and pedagogical application. Offered alternate Fall terms; next offered Fall 2003.

356 Singing: Its History, Pedagogy and Literature .5 unit  A study of the world's greatest singers, their singing, and the works they sang. This combined approach puts the voice and its literature into a historical context. Concepts of pedagogy as practiced by the best singers are integrated with the music they sang. Offered alternate Fall terms; offered Fall 2002.
Music

357 Performance Practice and Literature for Organ .5 unit The study of organ literature from its earliest beginning to the present; the development of organs in various countries; stylistic concepts as applied to various segments of the literature. Offered alternate Spring terms; not offered 2002-2003.

393 Secondary Music Methods An introduction to the philosophical, aesthetic, and historical foundations of music education. Exploration of theories in learning and motivation as applied to music, and of teaching as a career. Secondary school music program coordination is examined; teaching and observing within various school music education programs is included throughout the term. Prerequisite: MUS 292 or 294. Offered Fall term only.

394 Elementary Music Methods A study and practice of general music curriculum and instruction in elementary, middle, and junior high schools. Included are developing teaching strategies, educational aims, and effective lessons for performing, listening, composing, improvising, music reading, analyzing, and creative movement. Students develop their own philosophies about music as an integral part of the curriculum. Includes classroom practicum and final project. Prerequisite: MUS 393. Offered Spring term only.

395 Vocal Techniques .25 unit This course provides the basics of vocal technique, diction and pedagogy for the music educator. Emphasis is placed on the development of basic vocal skills and pedagogical concepts leading to a better understanding of the voice. Specific problems often encountered by choral directors are also discussed. Co-requisite: To be taken concurrently with MUS 291 or 293. Offered alternate Fall terms; next offered Fall 2002.

396, 397, 398 Instrumental Techniques .25 unit each Fundamental class instruction in preparation for teaching in the schools. The classes function basically as playing laboratories. Prerequisite: MUS 102/104. Must be taken concurrently with

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<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Term</th>
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<tr>
<td>396 'Cello and Bass</td>
<td>MUS 394</td>
<td>Spring term</td>
</tr>
<tr>
<td>397 Violin and Viola</td>
<td>MUS 393</td>
<td>Fall term</td>
</tr>
<tr>
<td>398 Flute and Clarinet</td>
<td>MUS 394</td>
<td>Spring term</td>
</tr>
</tbody>
</table>

401 Counterpoint A study of the fundamentals of modal and tonal counterpoint. Written in two or more parts; analysis of compositions. Four-part motets, three-voice fugues. Prerequisite: MUS 202/204 or permission of the instructor. Offered alternate Spring terms; next offered Spring 2004.

402 Orchestration Study of traditional use of the orchestra. All instrument ranges, and typical and special use. Scoring for various instruments and original works. Prerequisite: MUS 202/204 or permission of the instructor. Offered alternate Spring terms; offered Spring 2003.

422 Recital No credit Preparation for a formal public recital usually presented by a junior or senior performance major. May be repeated. Pass-fail grading only. Prerequisite: permission of the instructor.

493 Special Topics in Music History Topics in Music History are studied in a seminar format. Emphasis is given to cultural and stylistic issues and to methods and techniques of historical research, analysis, and writing. May be repeated for credit. Prerequisites: MUS 230, 231, or permission of instructor. Offered Fall term only. Fall 2002 topic: Early Baroque Music – The Instrumental Solo Tradition in the Seventeenth Century.
Music


495/496 Independent Study  Credit arranged. Independent study in specific areas; written proposals required. May be repeated for credit. Prerequisites: permission of the instructor and the Director of the School of Music.

497 Music Business Internship  Designed to provide senior music business students with controlled, on-the-job experience with participating businesses. Applications should be made early in the semester preceding registration and are reviewed on the basis of academic grade-point average, faculty recommendations, professional progress, and demonstrated interest. Registration is through the Office of Academic and Career Advising. Prerequisites: MUS 341, senior standing as a Music Business major, permission of Director of the School of Music, and approval of the Internship Coordinator (see description on page 216 of this Bulletin).

NATURAL SCIENCE

Coordinators: John Hanson, Chemistry; James Evans, Physics; Barry Goldstein, Geology; Mary Rose Lamb, Biology

About the Program

This major is designed to serve the needs of students who desire a broad background in the natural sciences. It may serve students who plan to teach at the junior or senior high levels (see the School of Education section). It is also a useful major for those interested in a degree leading to graduate work in physical or occupational therapy. This is a logical major for Pre-Physical Therapy students, who must take courses in Biology, Chemistry, and Physics. Dual Degree-Engineering students who elect to complete a degree before entering engineering school may be well served by the Natural Science major as well. Other students who wish a broad, interdisciplinary approach will want to look closely at the benefits offered by this major. In addition to meeting requirements for a Bachelor of Science degree, it provides for moderate intensification in one field of science as well as a background in other areas of mathematics and the natural sciences. Foreign language competence is recommended but is not a specific requirement. Natural Science majors are not eligible for a double major in Biology, Chemistry, Geology, or Physics, nor for a double major in Natural Science.

Note: The grade criterion within the Natural Science major will follow the requirement of the Department corresponding to the emphasis.

One of the following areas of emphasis is required. See departmental listings for course descriptions.

Biology

Completion of a minimum of 14 units, two units of which must be at the 300/400 level, to include

1) Six units of biology 111, 112, 211, 212, 311 and one elective numbered from 312 to 389 or 400-489;

2) Two units of chemistry: 110 and 111 or 230;

3) Two units in geology or physics (111/112 or 121/122);
4) One unit in mathematics (121 or higher) or computer science (161 or higher);
5) Three additional units from the following: BIOL 221-496; CHEM 250 or higher, ENVR 105; Geology, Mathematics or Computer Science (higher than MATH 121 or CSCI 161), or PHYS 111/112, 121/122.

Note: CHEM 460 will not be accepted as biology course for the Natural Science-Biology degree.

Chemistry
Completion of a minimum of 14 units, to include
1) Six units of Chemistry (All courses must be those normally counted toward a major.),
2) Two units of Mathematics (121 or higher);
3) Two units of Physics (111/112 or 121/122) or Biology (111/112);
4) Four additional units of Biology, Chemistry, Geology, Physics, or Mathematics/Computer Science. (All courses must be those normally counted toward a major. No more than two of these may be chemistry courses.)

Geology
Completion of a minimum of 14 units, to include
1) Six units of Geology to include either GEOL 101 or 102 or 104 or 110 (note: only one of these will count towards the major) and GEOL 200; GEOL 105 may also count towards the major.
2) No more than two 100-level Geology courses will count toward the major;
3) Two units Mathematics, MATH 111 or higher; may include CSCI 161;
4) Two units Chemistry, CHEM 110 and 111 or 230;
5) Four additional units Physics, Biology, Chemistry, or Mathematics/Computer Science, Geology (206 or higher), or Environmental Studies 105.

Physics
Completion of a minimum of 14 units, to include
1) Six units of Physics, all courses must be those normally counted toward a major;
2) Four units of Mathematics, MATH 121, 122, 221 and one additional upper division (300-400 level) unit;
3) Four additional units Biology, Geology, Chemistry, Physics, or Mathematics/Computer Science. (No more than two of these may be Physics courses.)

Note: The coordinators of the program reserve the right to require a student earning a natural science major to comply with the time limit rules required by the department of the Natural Science emphasis.

Interested students should contact one of the coordinators listed in this section.
The Master of Occupational Therapy and Master of Science in Occupational Therapy Degrees

The Occupational Therapy program offered by the School of Occupational Therapy and Physical Therapy is a post-baccalaureate, graduate, professional entry-level program, leading either to a Master of Occupational Therapy degree (MOT) or a Master of Science in Occupational Therapy degree (MSOT). The department also offers a post-professional Master of Science in Occupational Therapy degree for occupational therapy practitioners who hold a bachelor’s degree.

Any undergraduate major may lead to the successful study of occupational therapy. In fact, the department seeks a diversity of educational backgrounds among its students. A liberal education is a vital component in the preparation of today’s health care practitioner. In addition, specific prerequisite courses must be completed before enrollment in the occupational therapy program: BIOL 221/222 (Anatomy and Physiology); PSYCH 273/274 (Human Development through the Lifespan); MATH 271 (Elements of Applied Statistics); and one upper division human behavioral science course. BIOL 221/222 must be completed within five years prior to enrollment in the program. The remaining prerequisites must be completed within ten years prior to enrollment.

Although most students enter the Occupational Therapy program having already earned a bachelor’s degree, the MOT or MSOT can be completed as a 3-2 program. With careful planning, it is possible for a Puget Sound student to interlock the final year of an undergraduate program with the first year of the master’s program. Students at Puget Sound who are planning a 3-2 program should work closely with an undergraduate advisor in their major as well as a graduate advisor in Occupational Therapy.

Please note that in some years many more applications are received for the incoming class than spaces available and that admission to the University of Puget Sound does not guarantee admission to the occupational therapy program. Applicants who have been or will be granted an undergraduate degree from Puget Sound, however, and who are competitive within the applicant pool are offered admission prior to transfer students.

For information concerning application procedures and acceptance to degree candidacy, see the Graduate Bulletin.
Philosophy

PHILOSOPHY

Associate Professor: William Beardsley (on leave Fall 2002); Douglas Cannon; Paul Loeb, Chair
The Philip M. Phibbs Assistant Professor of Ethics and Science: Heather E. Douglas
Visiting Assistant Professor: Gregory Oakes

About the Department

Philosophy, often called the mother of the sciences, is the oldest academic discipline. Such fields as physics and politics have their origins in it, but the study of philosophy itself will endure as long as human beings seek understanding. Philosophy can be described as the application of reason to the most general and fundamental questions of human concern, in order to give them the best justified possible answers. The questions that have occupied philosophy across its history can be located in three categories. First, there are questions about the nature of reality—ourselves and the world in which we find ourselves. Second, philosophy considers questions about how we should live, including questions about moral choice, about the place of the individual in the community, and about what is valuable or worthwhile. A third kind of question concerns what it is possible to know, and what constitutes good reasoning and secure justification. Despite these categories, many philosophers seek a comprehensive and unified vision of the world and our place in it. Even those philosophers who are skeptical of such grand designs typically answer one kind of question—"Do people have minds over and above their bodies (or their brains)?"—by considering another—"How could I know about another person's mind?" In fact, the question of how we know pervades philosophy.

For the discipline of philosophy, its history—especially the work of its great figures—is unusually important. Philosophy's peculiarly reflective and self-critical approach to these questions originated with the philosophers of ancient Greece and developed in a dialogue that has extended across the centuries in the Western philosophical tradition. Philosophy is a living subject as well, pressing now as much as ever for answers to its central questions. Therefore the Department's curriculum also presents the best contemporary thinking, upon a foundation of established works from the past.

Students find that courses in the Philosophy Department develop an unusual range of intellectual abilities. Philosophy texts demand careful reading. They enrich the student's knowledge of the historical period or cultural milieu in which they originated. Philosophical writing, as the Department teaches it, is precise and carefully structured. It involves constructing sustained arguments and analyzing and criticizing the arguments of others. In these courses, students participate extensively in discussion and sometimes make oral presentations. Again, the premium is on care and cogency. Philosophy courses in logic are similar to mathematics courses in their abstract character and in their use of symbolic representations. Finally, Philosophy courses acquaint students with great works, universally recognized to be among the finest products of human thought.

Students who major in the Department's program undertake, and succeed in, a variety of endeavors upon graduating. Those who wish to do graduate work are well prepared for it. Others pursue professional programs in such fields as law, divinity, business, public administration, and even medicine and public health. Without further education, many Philosophy graduates add their own energy and good sense to the abilities developed in them by the study of philosophy, and find rewarding positions in government, in business, in the arts, and in journalism. Virtually
any career which requires clear thinking, intellectual creativity, good command of language, and a perspective on competing values and systems of belief provides opportunities for a graduate in Philosophy. But equally important is the value of an education that develops a reflective understanding of ourselves, and of our experience of the world and of others.

Students majoring in Philosophy should satisfy University core curriculum requirements primarily with courses from other departments.

Requirements for the Major
A major in Philosophy consists of the following:
1. PHIL 273
2. PHIL 215 and 219
3. One course from each of the following four groupings:
   a. History of Philosophy: PHIL 317, 322, 361, 388, 466;
   b. Twentieth-Century Philosophy: PHIL 387, 428, 435;
   c. Moral Philosophy: PHIL 280, 281, 385, 483;
4. Two additional courses in philosophy, at least one of which must be at the 400 level (except 495) or from the following: PHIL 317, 322, 330, 332, 361, 387;
5. One advanced course from another department whose content has philosophical significance either by treating recognizably philosophical subjects from the perspective of another discipline or by treating the history and methodology of a discipline. A course satisfies this requirement only with the prior written approval of the Department Chair.
6. Competence in Greek or Latin at the level of courses numbered 102, or in Chinese, French, German, Japanese, or Spanish at the level of courses numbered 201.

Notes:
(1) Introductory courses, numbered between 100 and 110, do not count toward the major.
(2) No single course may be used to fulfill more than one of the requirements (1) through (6) above.
(3) Not more than two courses may be used simultaneously to satisfy core curriculum and the Philosophy Department's requirements (1) through (5) above.
(4) Prospective majors are urged to take logic (PHIL 273) and the historical survey courses (PHIL 215 and 219) before taking upper-level (300-400 level) courses in philosophy.
(5) Courses taken more than six years ago will be accepted or rejected for the major by the Philosophy Department on a case-by-case basis.
(6) At least four of the required Philosophy courses must be completed at Puget Sound.

Requirements for the Minor
A minor in Philosophy consists of 5 courses.
1. PHIL 172 or 273;
2. PHIL 215 and 219;
3. One course from each of two of the four course groupings listed under major requirements (3);
4. At least three of these courses must be completed at Puget Sound.

Note: Courses taken more than six years ago will be accepted or rejected for the minor by the
Philosophy Department on a case-by-case basis.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each
academic year. Please see “Frequency of Course Offerings” on page 11.

106 Introduction to Philosophy Representations of philosophical topics, such as mind and body,
the grounds of knowledge, the existence of God, political obligation, and human freedom, are
discussed primarily in connection with major figures in the Western philosophical tradition, e.g.,
Socrates, Plato, Descartes, Locke, Hume, and Mill. Work by contemporary philosophers may also
be included. Satisfies Humanistic Perspective core requirement.

107 Making Choices about the Environment: A Freshman Seminar This course introduces
students to the three central areas of philosophy and relates them to contemporary environmental
issues. Students read selections from classic philosophical texts in epistemology, ethics, and political
theory. These texts are studied with an eye toward discovering what light their accounts of
human experience and responsibility shed on the problems that arise when making decisions con-
cerning such pressing environmental issues of global warming, species loss, and toxic pollution.
Satisfies the Humanistic Perspective core requirement.

108 Freshman Seminar: Infinity and Paradox Can the infinite be tamed? Many people say that
the human mind cannot comprehend the infinite. And from Zeno to Bertrand Russell, mathematicians
and philosophers who have tried have been plunged into paradox. This course moves from
philosophical perplexity about such paradoxes to mathematical theories that define different no-
tions of infinity, compares infinite sets, and discerns an infinite progression of distinct transfinite
numbers. Whether these theories are coherent – and more than a fantasy – remains a matter of
controversy. As will any mathematical study, this course inculcates techniques of abstraction, defi-
nition, proof, and calculation. It also invites reading, discussion, and writing on some of the most
fascinating and persistent philosophical problems. Satisfies the Mathematical Reasoning core re-
quirement. Prerequisite: Strong background in high school mathematics, including successful comple-
tion of a pre-calculus course. Offered Fall 2002.

109 Religion in Philosophy and Literature In both philosophy and literature, some important
works express religious and anti-religious positions. The class reads works of this kind with a view
to forming their own opinions and understanding from those of others. Satisfies the Humanistic

172 Logic and Language An introduction to symbolic logic and its relation to the analysis of
informal arguments, the grammar of natural languages, and the design of digital computers and
programming languages. Fallacies and paradoxes. Philosophical issues of meaning and truth. Satsi-
fies the Mathematical Reasoning core requirement. Offered Spring 2003.

215 Ancient Philosophy A survey of the origins of Western philosophy in Ancient Greece, be-
ginning with the pre-Socratics, and covering Socrates, Plato, and Aristotle. Topics to be discussed
include the origin and composition of the cosmos, the nature of divinity, the possibility and extent
of human knowledge, the basis of morality, the nature of the soul and its relation to the body, the
nature of love and friendship, the development of political theory, and the meaning of human life and excellence. Philosophical developments are examined against the background of historical changes, as well as pre-existing ancient Greek myth. Satisfies the Humanistic Perspective core requirement. Offered Fall 2002.

219 Seventeenth and Eighteenth-Century Philosophy European philosophers of the seventeenth and eighteenth centuries struggled to make sense of ordinary perceptual experience in light of the emerging mathematical physics that culminated in Newton. This new physics presented a picture of the world according to which things in space and time are not as they appear to the senses, and thus overturned the Aristotelian world-view endorsed by the Church since the Middle Ages. The philosophical issues of this period concern the nature of knowledge of the world and how it is acquired. Also included are various accounts of the mind and of its intellectual and sensory capacities. Offered Spring 2003.

252 Philosophy in Literature A study of philosophical ideas as they are expressed in a number of literary works. Themes of the course may vary, but some typical ones are the religious and atheist outlook on life, freedom and determinism, the nature of morality, the significance of our eventual death for the conduct of life, the basis for self-esteem, ethnic identity, and relations between the sexes. Satisfies the Humanistic Perspective core requirement. May be offered 2002-2003.

273 Formal Logic A presentation of the principles and techniques of deductive logic. Topics include the concepts of consistency, logical consequence, and proof; the logic of truth-functions, quantifiers (words like "all," "some," and "nothing"), and identity; the structure of mathematical proofs; and Godel's result on the incompleteness of arithmetic. The formal strategy in logic is considered historically and contrasted with alternatives; this contrast leads to philosophical discussion of the nature of logic and its role in reasoning. Prerequisite: MATH 111 or PHIL 172 or permission of instructor. Satisfies the Mathematical Reasoning core requirement. Offered every Fall semester.

280 Social and Political Philosophy This course explores the philosophical approaches, both historical and contemporary, to the problems of political and social organization. Representative topics such as the legitimacy of government, the place of tradition in society, just economic distribution, political rights, war, and social liberty are discussed. Readings are drawn from prominent historical and contemporary thinkers. Offered every two years; may be offered 2002-2003.

281 History of Moral Philosophy A study of types of moral philosophy as they appear in the history of philosophy. The views considered express contrasting views on the proper role of rules and virtues in morality, on the relation of the proper role of rules and virtues in morality, on the relation of rules to the consequences of particular actions, on moral psychology (for example, on the question of whether human beings are egoistic), and on the connection of morality to reason. The readings are drawn mainly from important figures of the philosophical tradition prior to the twentieth century, such as Aristotle, Hobbes, Kant, and Mill. Some twentieth-century philosophy may also be included. Students who have received credit for PHIL 381 may not receive credit for PHIL 281. Offered every two years; may be offered 2002-2003.

317 Nineteenth-Century Philosophy This course is an introduction to philosophical systems of Hegel, Feuerbach, Marx, J.S. Mill, Kierkegaard, and Nietzsche. Topics include the nature of history and historical change, the extent of human freedom, the relation between individuals and their cultures, the historical and psychological importance of religious, moral, and philosophical consciousness, and the nature of truth. Offered Spring 2003.
322 British Empiricism  This seminar examines the metaphysical and epistemological theories of the British Empiricists of the seventeenth and eighteenth centuries through close readings of Locke’s *Essay Concerning Human Understanding*, Berkeley’s *The Principles of Human Knowledge*, and Hume’s *A Treatise of Human Nature*. It considers such issues as realism, idealism and skepticism, the nature and scope of scientific knowledge, the nature of the self and self-knowledge, and personal identity. Special consideration is paid to the development of Empiricism in the context of scientific and religious controversies in 17th- and 18th-century Britain. Readings in recent secondary literature is also required. *Prerequisite: PHIL 219*. Offered every two years; not offered 2002-2003.

323 British Philosophical Naturalism  One of the keys to understanding what is distinctive about British philosophical consciousness is to look at how British thinkers reacted to the reformation and the encounter of the emerging British Empire with other cultures. The course explores both the origins of British naturalism in David Hume and the Utilitarians, the cultural context of the Darwinian revolution in thinking about human nature, and contemporary efforts to rethink philosophical problems in light of Darwinian thinking on the nature of human being. The course includes field trips to the Natural History Museum, some public events of the Royal Society, and other sites of philosophical interest around London. Offered in Spring 2003 only as part of the II.ACA London program.

330 Epistemology: Theory of Knowledge  This is a course in contemporary—that is, late twentieth-century—epistemology. Many on the scene insist on the importance of historical location, so it is appropriate to begin with what came before. Most important was the attempt, beginning with the teens and twenties, to found human knowledge on the data of our senses, in a manner reminiscent of seventeenth and eighteenth-century British Empiricism. But new logical tools were available that promised to enable the foundationalist enterprise to succeed. At mid-century major attacks on this continuing effort were mounted by W.V.O. Quine and by Wilfred Sellars. What followed has variously been characterized as the end of epistemology in favor of cognitive psychology, as a renewed appreciation of coherence, as the belated death of absolutism, as the end of philosophy entirely, and as the beginning of philosophy’s constructive task. The course considers all these post-Quinean responses. The course frequently feels currents of feminism, historicism, relativism, and cultural criticism running in literary studies and the humanities generally. *Prerequisite: one course in Philosophy*. Offered Fall 2002.

332 Philosophy of Science  This course consists of a philosophical discussion of the methods and historical development of the sciences generally, followed by a treatment of philosophical issues that arise in particular sciences. The methodological part considers whether the aim of the science is to discover the truth about the secrets of nature, to what extent scientific knowledge depends on peculiarities of history, political perspective, or gender, and what influence values have on science. The issues in the second part of the course might derive from biology (e.g., technology) from anthropology (e.g., the nature of race), or from physics (e.g., issues of probability, determinism, and realism in quantum physics). Offered every two years; not offered 2002-2003.

338 Space and Time  Knowledge about space and time has been uniquely influential in epistemology, from ancient times to the present. And metaphysical reasoning about space and time has been especially rich, contributing greatly to what is now known as physics. This course portrays the interaction of philosophy, mathematics, and physics as conceptions of space and time developed historically. It extends that interaction to contemporary discussion of such topics as relationalism vs. substantivalism, conventionalism, whether space and time are unified, whether
time-travel is possible, and whether the now has any special status in the expanse (or passage) of time. It fosters an interdisciplinary engagement by studying works from three disciplines and by inviting students of each of them to learn from one another. Prerequisite: PHIL 219 or PHYS 122 or MATH 232. Offered Spring 2003.

382 Philosophy of Religion The course assesses the reasonableness of various forms of religious belief and of irreligion. Noted historical and contemporary authors are read. Readings and discussion tend to focus on the Western religious tradition. Students attempt to develop personal views on the truth of religion and its place in life. Satisfies the Comparative Values core requirement. Offered every two years; may be offered 2002-2003.

385 Morality and the Environment Recent concerns over human impact on the environment has led to a surge of interest in the development of ethical positions that encompass more than the traditional province of ethical theory, direct human-human interaction. This course presents an overview of the recent development of environmental ethical theory, including the challenge this area poses to traditional ethical theory, the tensions between various approaches within the field, and the implications of the theories for human obligations and action. Offered Fall 2002.

386 Existentialism This course critically examines the thinking of three 'existentialist' philosophers—Kierkegaard, Nietzsche, and Sartre. The primary focus is on their respective critiques of moral, scientific, and religious systems of value. Also discussed are their views concerning human freedom, responsibility, and the meaning of life. Satisfies the Comparative Values core requirement. Not offered 2002-2003.

387 Recent Continental Philosophy A survey of some of the leading figures and movements in recent Continental philosophy, with a special emphasis in major French theorists such as Derrida, Foucault, Lyotard, Baudrillard, Deleuze, Irigaray, and Wittig. As preparation, the class reads selections from influential earlier figures such as Plato and Nietzsche. Topics discussed include text, power, postmodernism, technology, death, the body, and gender. Offered Spring 2003.

388 Marxism In this course students are occupied mainly with studying, understanding, and arriving at a reflective judgment about the writings of Karl Marx and Friedrich Engels. Topics include historical materialism, the dialectic, Marxist economics, the class stratification of capitalist society, the theory of revolution, and the Marxian vision of post-revolutionary society. Satisfies the Comparative Values core requirement. Not offered 2002-2003.

390 Feminism and Philosophy Philosophical issues concerning values take on a new color when examined in the light of women's concerns and the results of feminist scholarship. This course is a study of feminist ethics and feminist epistemology and the values that relate them. Feminist thought emphasizes the commonality of these areas, seeing the values that motivate action and underlie conduct as integrated with the values that undergird conviction and guide the construction and justification even of scientific theories. In acknowledging these characteristic emphases, the course recognizes the diversity of feminist approaches, exploring such contrasts as those between liberal feminism and radical feminism, between feminist essentialism and feminist plural-
Philosophy

is, and between feminist standpoint theories and varieties of social contextualism and social constructionism. Satisfies the Comparative Values core requirement. Not offered 2002-2003.

428 Mind and Language  This course is an introduction to contemporary views on the human mind and its relation to language. It examines several theories of the relationship between verbal behavior and such mental phenomena as thoughts and beliefs and then explores differing conceptions of the nature of language production and learning, of the relations between mental and linguistic representation, and of the descriptive and pictorial aspects of mental imagery. Readings are drawn from recent work by linguists, psychologists, and philosophers. Prerequisites: one previous course in Philosophy, junior standing in Psychology, or permission of instructor. Offered every two years; not offered 2002-2003.

431 Metaphysics  An advanced study of some of the following metaphysical topics: human freedom and the causal order, universals, the nature of identity, number and other abstractions, the divine attributes and the existence of God, essence and substance, pluralism and monism, the infinite. The course presupposes an acquaintance with modern logic. Prerequisites: Two courses in Philosophy. Offered every two years; not offered 2002-2003.

435 Rationality, Risk, and Values  The concept of risk has taken on increasing importance in public policy formation over the last two decades. This course explores the relationship between rationality theory, risk analysis practices, and human values, providing a critical overview of how risks are evaluated. An overview of rationality provides the philosophical underpinnings of a risk policy approach. An examination of implementation of risk analysis raises crucial questions of how the outcomes that are combined are both measured and valued to give a measure of risk. Particular focus is placed on issues arising from environmental risk assessment. Offered every other year; offered Fall 2002.

466 Kant  A careful reading of Kant's Critique of Pure Reason, designed to provide a thorough introduction to the epistemological aspect of Kant's critical philosophy. Philosophical issues discussed include the nature of the human mind, the possibility and extent of human knowledge, the reality of space and time, the basis of mathematics and logic, self and personal identity, the foundations of natural science, matter and substance, force and causation, the origin and composition of the universe, freedom of the will, the existence and properties of God, teleology, and the basis of morality. Prerequisite: PHIL 219 and one other course in Philosophy. Offered every two years; not offered 2002-2003.

483 Contemporary Moral Philosophy  A study of contrasting moral theories. Among the questions considered are: whether morality has a rational basis and whether there are any moral rules that hold without exception. The course concentrates on contemporary writers. Prerequisite: One course in Philosophy. Offered Fall 2002.
Physical Education

PHYSICAL EDUCATION

Director of Physical Education, Intercollegiate Athletics and Recreation: Richard Ulrich

Activities Instructors and Varsity Sport Coaches: Michael Adams, Suzy Barcomb, Marge Beardempl, Steve Bowen, Eric Bridgelan, Justin Canny, Beth Bricker, Jomarie Carlson, Michael Fosnick Reggie Frederick, Randy Hanson, Najeea Leslie, Michael Li, Mark Massey, Chris Myhre. Shannon Ockfen, Reece Olney, Mike Orechia, Patti Reifel, Michael Rice, Mark Rohrbach, Sam Taylor, Phil Willenbrook, Loren Willson

About the Program

The Physical Education program offers the general university student 40 different activity classes including fitness, recreational activities, sports skills, and dance. It is the goal of the program to promote the development and maintenance of physical fitness as a lifestyle through sport, recreational, and dance activities; to provide the understanding of the physiological importance in physical activity; to provide opportunities to develop one's level of concentration, discipline, and emotional control through skill development and competition; and to promote social interaction now and in the future through sport and recreational participation.

Course Offerings

Intercollegiate Varsity Sports

A. Offered only in one semester at one-half activity unit each. Pass-fail grading only.

101 Cross Country (men and women) 109 Softball (women)
102 Football (men) 110 Crew (men and women)
103A Soccer (men) 111 Golf (men and women)
103B Soccer (women) 112 Tennis (men and women)
104 Volleyball (women) 113 Track (men and women)
108 Baseball (men) 115 Lacrosse (women)

B. Offered in both semesters at one-quarter activity unit each. Pass-fail grading only.

105A Basketball (men) 106 Skiing (men and women)
105B Basketball (women) 107 Swimming (men and women)
114 Cheerleading (men and women)

Activity Courses

(One-quarter activity unit each)

Activity classes are offered four days a week for half a semester or two days a week for the entire semester. Consult the schedule of classes for exact starting dates. Pass-fail grading only unless otherwise indicated.

122 Strength Training and Conditioning .25 + activity unit This course introduces the principles of increasing levels of strength and endurance for the student. Instruction of correct lifting techniques, safety, circuit training, setting up individual weight training workouts, and combining flexibility and endurance within workouts are covered. The student in this course is involved in active participation.

123 Advanced Conditioning .25 + activity unit This course involves advanced lifting techniques, safety, percentage lifting schedule, progressive flexibility skills, and speed/agility development. Each student is given an individualized training program.
Physical Education

124 Jogging .25 + activity unit  Instruction on physiological benefits and hazards of jogging as well as group participation in off-campus and on-campus runs. Intended for the beginning-intermediate runner. Prerequisite: reported good health on a physical not more than one year old.

125 Circuit Training .25 + activity unit  This course introduces the principles of circuit training, flexibility, and endurance within workouts. Instruction of correct lifting techniques, proper fitting of equipment, and safety are covered. The student in this course is involved in active participation.

126 Individualized Fitness .25 + activity unit  Instruction, periodic testing, and personalized, progressively structured cardiovascular fitness program tailored to each individual's capabilities.

127 Walking for Fitness .25 + activity unit  Instruction on the physiological benefits and techniques of various fitness walking styles. The class includes group and individual walks on and off campus. It is intended for the beginning or intermediate walker.

128 Bicycling .25 + activity unit  Instruction in the techniques, fundamentals, and physiological benefits of bicycling. The class includes rides, lectures, and hands-on repair maintenance sessions. It is intended for the novice/recreational rider. Unique considerations: Students must provide their own bicycles.

129 Adaptive PE Activity .25 + activity unit  This class is designed for persons with disabilities who need one-on-one guidance in order to meet their physical education activity objectives. Programs for persons taking this class are individually designed and administered. Persons with disabilities must have medical clearance. Prerequisite: permission of instructor.

130 Scuba .25 + activity unit  Basic scuba instruction leading to certification by the National Association of Underwater Instructors. Prerequisite: PE 157 or an intermediate level of swimming skills. Unique considerations: Course fee to cover cost of renting equipment.

131 Introduction to Hiking and Backpacking .25 + activity unit  This course, which is for the novice or near-novice hiker or backpacker, runs for one half of a semester in the Fall and for a full semester in the Spring. It consists of evening lectures, one day hike, and two overnight hikes. The course covers such topics as proper equipment, the basics of camping, cooking in the outdoors, safety, and wilderness ethics. A primary emphasis of the course is to promote lifetime enjoyment of the natural environment through hiking and backpacking. Unique considerations: Course fee to cover cost of food, equipment, and transportation on hikes.

132 Advanced Alpine Hiking and Backpacking .25 + activity unit  This course, which is for the intermediate or advanced hiker, runs for a full semester. The course, in addition to lectures, includes three overnight hikes. The primary emphasis of the course is on cold weather, off-trail travel in the alpine environment. As a result of this, the lecture material leans heavily on one's ability to read the terrain, navigate with and without map and compass, meet mountain emergencies, and plan for the extended backcountry trip. Prerequisite: PE 131 or permission of instructor. Unique considerations: Course fee to cover cost of food, equipment, and transportation on hikes. Offered Spring term only.

134 Beginning Rock Climbing .25 + activity unit  An introduction to the skills, terminology, and fundamentals of movement utilized in the sport of rock climbing. The class emphasizes safety and movement as well as the basics of climbing-specific training. Upon completion of the course, the individual will possess the necessary skills to utilize the University climbing facility and will
have the working knowledge of the basic elements necessary to enjoy rock climbing. Unique consideration: course fee to cover cost of facility fee and harness rental.

135 Basic Sailing .25 + activity unit This is a basic sailing class that combines twelve hours of classroom lecture with twelve hours of on-the-water experience to develop manual skills and reinforce theoretical lecture material. Graduates of the course will have attained the knowledge and experience base to handle a boat under 25 feet for day sailing in normal weather and will qualify for ASA Basic Sailing Certification. Unique considerations: course fee to cover cost of equipment rental.

136 Advanced Sailing .25 + activity unit Advanced Sailing picks up where PE 135 left off. Upon successful completion of the course the students will have the understanding, ability, and confidence to handle a moderate sized auxiliary powered sailboat in all piloting weather conditions from day sails to weekend cruising. A successful student would also be an integral part of any crew he or she might join in the future. Prerequisite: PE 135 or consent of instructor. Unique considerations: course fee to cover cost of equipment rental. Offered every other year; not offered 2002-2003.

137 Beginning Riding .25 + activity unit This class introduces the novice rider to the fundamentals of horsemanship as well as the proper administration of care for the horse and equipment. The two hours a week include one hour of actual riding time in which the student learns to walk, trot, and canter the horse, and one hour of preparing and caring for the horse and equipment. Students are expected to provide their own transportation and appropriate foot gear. Unique considerations: course fee to cover cost of horses and equipment. Students must provide their own transportation to stables.

138 Intermediate Riding .25 + activity unit This course refines the rider's fundamentals of horsemanship as well as the proper administration of care for the horse and equipment. The student has a more responsible role in caring for the horse. The two hours a week include one hour of actual riding time devoted to refinement of the rider's position and a more sophisticated use of the aids, and one hour of preparing and caring for the horse and equipment. Prerequisites: PE 137 and instructor's permission. The student needs to be proficient at the walk, trot (posting and sitting) and canter. Unique considerations: course fee to cover cost of horses and equipment. Students provide their own transportation to stables.

141 Beginning Bowling .25 + activity unit Instruction in scoring, terminology, and fundamental technique. Unique considerations: course fee to cover rental of the bowling lanes.

142 Intermediate Bowling .25 + activity unit Introduction to competitive bowling and advanced techniques. Prerequisite: PE 141 or is equivalent. Unique considerations: course fee to cover rental of bowling lanes.

145 Pickle Ball/Badminton .25 + activity unit This course is designed as a comprehensive overview of the fundamentals of badminton and pickleball in an effort to develop an appreciation within the student for the benefits of participating in these lifetime activities. Emphasis is placed on the acquisition of good skill technique and an understanding of the kinesiological principles of correct form which allows the student to successfully progress to a higher skill level. An understanding of the rules, terminology, basic histories, safety precautions, strategies, and court descriptions as well as the physiological and sociological benefits of the sports is provided.
Physical Education

146 Chinese Martial Arts .25 + activity unit This class introduces students to the most popular Chinese martial arts including the following four areas: Traditional Internal Martial Arts, Traditional External Martial Arts, Contemporary Martial Arts, and Contemporary Sanshou. Students learn general theory and basic techniques of each area. The course helps students to determine their specific area of interest in the giant Chinese martial arts field for their future study and improvement.

147 Tai Chi for Health .25 + activity unit This class introduces students to one of five major styles of Tai Chi exercise, Yang Style. Students learn general theory of Tai Chi, basic Yang style techniques (including pushing hands), and a barehanded Yang style form. Students also learn basics of relaxation and Qi exercise (Qi Gong).

150 Beginning Yoga .25 + activity unit This course introduces basic yoga techniques (postures), breathing practices, and relaxation techniques to the beginning yoga practitioner. During the semester, students work on refining alignment in the asanas, increasing strength and flexibility, and changing stress patterns. In this non-competitive class environment, students are encouraged to challenge themselves while accepting any personal limitations. Alternate postures are taught dependent upon individual abilities or needs.

151 Tumbling and Gymnastic Stunts .25 + activity unit This class, which is designed for the beginner, includes history, values, and safety measures in tumbling and gymnastics. This class also includes progress in development of basic stunts in tumbling as well as stunts and routines on some gymnastics apparatus.

152 Beginning Golf .25 + activity unit Instruction in scoring, terminology, and fundamental technique. Unique considerations: course fee to cover usage of equipment and facility. Students must provide their own transportation.

153 Intermediate Golf .25 + activity unit Instruction in history, terminology, safety, etiquette rules, strategy, and intermediate skills of golf. Prerequisite: PE 152 or its equivalent. Unique considerations: course fee to cover equipment and facility usage. Students must provide their own transportation.

155 Water Safety Instructor Course .25 + activity unit Successful completion of this course authorizes students to teach American Red Cross water safety courses, with the exception of Lifeguard Training. Includes planning, organizing, and methods of teaching aquatics courses. Prerequisites: Lifeguard Training/Red Cross Swimmer Level ability. Emergency Water Safety Course accepted in lieu of Lifeguard Training. Offered every other year; offered Spring, 2002. Credit for PE 155 will not be granted to students who have completed PE 259.

156 Swimming for Non-Swimmers .25 + activity unit This class is designed for students who are non-swimmers—those who cannot stay afloat in deep water. Class activities include adjustment to the water, treading, correct breathing, basic water safety, and elementary swimming strokes. Prerequisite: should be a non-swimmer—one who cannot stay afloat in deep water. Offered Spring 2003.

157 Intermediate Swimming .25 + activity unit This class includes students with a wide range of abilities. The course introduces the crawl, back crawl, sidestroke, and breaststroke. Also included are very basic drills and exercises designed to increase strength and endurance in swimming. Prerequisites: Student should be able to swim a minimum of one pool length (82 feet) and have basic skills in floating, jumping into deep water, elementary and beginner's backstroke, and the human stroke or crawl stroke.
Physical Education

158 Advanced Swimming  .25 + activity unit  This course is intended for the better than average swimmer and includes instruction and drills in the crawl, back crawl, breaststroke, sidestroke, and butterfly. Also included are distance swims, “repeat” and “interval” training sessions. Prerequisite: PE 157 or be able to pass Red Cross Intermediate Swimming test.

159 Lifeguard Training  .25 + activity unit  Lifesaving techniques leading to certification by the American Red Cross in Lifeguard Training. Requires above average swimming ability, particularly in sidestroke, breaststroke, underwater swimming, and swimming endurance. Prerequisite: Ability to pass the equivalent of the Red Cross Swimmer test.

160 Water Aerobics  .25 + activity unit  This water aerobic class is designed to improve total fitness (i.e., cardiovascular endurance, strength, and flexibility) and to provide an understanding of the physiological benefits of aerobic exercise. Prerequisite: Ability to swim. Offered only in Summer Session on an occasional basis.

161 Beginning Tennis  .25 + activity unit  Introduction to the fundamental skills, rules and terminology of tennis. Emphasis is placed on the development of good technique in the serve, forehand, and backhand. Unique considerations: Students must provide their own racquets.

162 Intermediate Tennis  .25 + activity unit  Instruction in history, terminology, safety, etiquette, rules, strategy, and intermediate skills of tennis. Prerequisites: PE 161 or appropriate skill level. Unique considerations: Students must provide their own racquets.

165 Racquetball  .25 + activity unit  This class is designed to teach the basic fundamentals, which includes a brief history, safety measures, the rules, the basic stroke, and some basic strategies of playing the game of racquetball. Advanced skills and strategies are introduced as the class progresses. Unique considerations: Students must provide their own racquets.

180 Beginning Ballet  .25 + activity unit  A study of the basic theories and techniques of classical ballet wherein the historic vocabulary of ballet is taught. Beginning ballet is designed for the beginning ballet student with no previous dance training.

181 Intermediate Ballet  .25 + activity unit  A continuation of beginning ballet, introducing intermediate level ballet technique, including the first level of the study of pas de deux. Designed for the student with a background in ballet. Prerequisite: PE 180 or its equivalent.

183 Beginning Jazz Dance  .25 + activity unit  A course designed to teach the techniques and rhythms of jazz dance at the beginning level. Emphasis is placed on contemporary jazz with a background in the evolution of jazz dancing. Beginning jazz dance is designed for the student with no previous dance experience.

184 Intermediate Jazz Dance  .25 + activity unit  A continuation of beginning jazz dancing introducing intermediate level jazz techniques and rhythms. Designed for the student with a background in dance. Prerequisite: PE 183 or its equivalent.

186 Folk Dance  .25 + activity unit  This course is designed for the beginning and intermediate dancer. A variety of international dances are taught at the beginning-intermediate level.

187 Ballroom Dancing  .25 + activity unit  A beginning level class in the study of the theories and methods of contemporary ballroom dancing. The elementary patterns of six ballroom dances are explored. This course is designed for the student with no previous dance training.
Physical Therapy

188 Aerobics Dance/Step Aerobics .25+ activity unit This course incorporates aerobic dance and step aerobics to improve total fitness (i.e. cardiovascular endurance, strength and flexibility) and to provide an understanding of the physiological benefits of safe aerobic exercise.

189 Campus Field Experience .25 + activity unit Practical experience in student's field of interest by assisting Instructor/Coach in an activity class or similar activity on campus. Prerequisites: PE major/minor; acceptance by supervising instructors.

196 First Aid and CPR .25 + activity unit This class is conducted following the guidelines of the American Red Cross, Department of Transportation, American Heart Association, and American Academy of Orthopaedic Surgeons. Emphasis is placed upon the body's reaction to trauma and the causes, immediate recognition and early care of medical conditions and injuries. Certification in Cardio-Pulmonary Resuscitation (CPR) is also included. Unique consideration: course fee. Offered every other year; not offered 2001-2002.

PHYSICAL THERAPY

Professor: Kathleen Hummel-Berry, Director
Associate Professor: Roger Allen
Assistant Professor: Bruce Baker
Clinical Associate Professor: Jennifer Hastings; Ann Wilson
Academic Coordinator of Clinical Education: Roger Williams

The Doctor of Physical Therapy Program

The Physical Therapy program offered by the School of Occupational Therapy and Physical Therapy is a postbaccalaureate graduate program leading to Doctor of Physical Therapy degree (DPT). The program is designed to educate an entry-level physical therapist. That is, the graduate student studies to enter the profession and does not study a specialty within the profession.

A baccalaureate degree is prerequisite for admission to the Doctor of Physical Therapy Program. Students may prepare themselves for graduate work in physical therapy while following any undergraduate major. Diversity of educational background is desirable among potential physical therapists. A broad-based undergraduate education is an integral part of physical therapy education. Although any undergraduate degree may lead to the successful study of physical therapy, the student must demonstrate appropriate mastery of the prerequisite series of courses. The prerequisite courses are CHEM 110 (Fundamental Chemistry I); either CHEM 111 (Fundamental Chemistry II) or CHEM 230 (Chemical Analysis and Equilibrium); PHYS 111/112 (General College Physics); BIOL 221/222 (Anatomy and Physiology); MATH 271 (Elements of Applied Statistics) or equivalent; CSOC 206 (Deviance and Social Control), CSOC 370 (Disability, Identity, and Power), PSYC 101 (Introduction to Psychology) or PSYC 295 (Abnormal Psychology) or equivalent; and CTA 101 (Presentational Communication), CTA 202 (Group Decision Making Processes) or CTA 204 (Argumentation and Debate) or (for Puget Sound students only) completion of the Communication II core requirement. All prerequisites must be completed prior to enrollment in the Physical Therapy Program. Students who have completed prerequisite coursework more than 10 years prior to enrollment in the Physical Therapy Program should submit a letter explaining how they have kept the prerequisite knowledge current.
Physical Therapy

Please note that many more applications are received for each class than spaces available and that admission to the University of Puget Sound does not guarantee admission to the Physical Therapy program. However, applicants who have been or who will be granted an undergraduate degree from Puget Sound and who are competitive within the applicant pool are offered admission prior to transfer students.

For information concerning application procedures and acceptance to degree candidacy, see the Department of Physical Therapy website at www.ups.edu/pt. For information on the completion of degree requirements for the graduate program in Physical Therapy see the Graduate Bulletin. The course sequence for the DPT and course offerings are described in both resources.

PHYSICS

Professor: Gregory Elliott; James Evans; Andrew Rex (on leave 2002-2003); Alan Thorndike, Acting Chair, University Professor of Natural Science

Assistant Professor: Sabrina Feldman; Kristi Hendrickson

Visiting Assistant Professor: Eric Martell

Instructor: Bernard Bates; Rand Worland

About the Department

The department addresses the needs of physics majors. Dual Degree Engineering students, and other science majors. The department also supports the University’s liberal arts emphasis by providing coursework for students majoring in all areas, in order to broaden their intellectual reach. Several courses for non-science majors focus on the historical development of scientific ideas and the connection of physics with other realms of human endeavor.

The mission of the Department of Physics is to educate undergraduate students in the fundamental ideas and methods of physics. The department strives to provide an environment of scientific inquiry and discovery on the part of both students and faculty. It offers a curriculum of classical and modern physics that prepares students for careers as scientists and citizens. Students who complete a Physics major should have an understanding of the principles of mechanics, optics, electromagnetism, quantum mechanics, and relativity. They will be experienced problem solvers, adept at translating a physical situation into a mathematical problem. They will have experienced the satisfaction and frustration of experimental work. They will be able to learn from books.

The Bachelor of Science and the Bachelor of Arts degrees are both appropriate for students who are planning advanced studies in physics or are interested in careers in engineering, biophysics, astronomy, meteorology, oceanography, geophysics, mathematical physics, education, law, environmental physics, and the history and philosophy of science.

Independent research projects and senior thesis presentations are encouraged of all Physics majors. Students who complete distinguished projects will be eligible for graduation with Honors in Physics.

Requirements for the Major

Before declaring a physics major, students should schedule an appointment with the department chairperson. This will usually be held during a student’s fourth semester.
Bachelor of Science

1) PHYS 121, 122, 212, 221, 305, 351, and 352, and two of the following electives: 222, 231, 232, 262, 310, 322, 411, 412. At least four of these nine courses must be completed at Puget Sound;

2) MATH 121, 122, 221, 232, and 301.

Bachelor of Arts

1) PHYS 121, 122, 212, 221, and 231, and four of the following electives: 222, 232, 262, 305, 310, 322, 351, 352, 411, 412. At least four of these nine courses must be completed at Puget Sound;

2) MATH 121, 122, 221, 232, and 301.

Bachelor of Arts (Engineering, Dual Degree)

1) PHYS 121, 122, 221, 305, 351 and two additional upper division (212 or higher) courses (at least four of these seven courses must be completed at Puget Sound);

2) MATH 121, 122, 221, 232, and 301, or equivalent;

3) CHFM 110 and 230; and

4) CSCI 161, or equivalent.

Note: Degree is awarded upon completion of Baccalaureate in Engineering.

Requirements for the Minor

Physics 121/122 (or 111/112); three additional units at least one of which must be at the 300 level or higher. (Ordinarily Physics 105, 106, 107, 109, and 110 will not satisfy these requirements.) At least three of the five units must be completed at Puget Sound.

Note: The Physics Department does not restrict the applicability of courses to major or minor requirements based on the age of the course.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

105 Historical Development in the Physical Sciences: Classical Physics An introduction to the developments of physics from the Renaissance through the nineteenth century. The emphasis is on how ideas about nature are formed and why they change. A weekly laboratory session provides an opportunity to perform experiments and report the results. Credit for PHYS 105 will not be granted to students who have completed HON 212. Satisfies a Natural World core requirement.

106 Historical Development in the Physical Sciences: Modern Physics An introduction to twentieth-century physics from Einstein to last week! The focus is on the three primary developments in physics of the twentieth century: relativity, quantum theory, and particle physics. Much of the course involves the application of these theories to cosmological models. Laboratory sessions follows the format of PHYS 105. Credit for PHYS 106 will not be granted to students who have completed HON 212. Satisfies a Natural World core requirement.
Physics

107 Light and Color  An introduction to the science of light, color, and vision with emphasis on laboratory investigation of phenomena relevant to color production and perception. Topics include the nature of visible light, light sources and detectors (including the eye), additive and subtractive color mixing, and the formation and perception of images. History of theories of light and color are discussed along with current applications to photography and technology. Satisfies a Natural World core requirement. A weekly laboratory is required.

109 Astronomy  A survey of descriptive and physical astronomy, which are given roughly equal stress. Descriptive astronomy involves time reckoning, calendars, and the motions of the sun, moon, and planets. Physical astronomy deals with the composition and origin of the planets and solar system, as well as the evolution of stars and galaxies. A weekly laboratory is required. Satisfies a Natural World core requirement.

110 Stellar and Galactic Astronomy  The course emphasizes the extension of astronomical understanding, which has resulted from the advances in physics during this century. Topics of study include the formation, structure, and evolution of the sun and other stars; the end-points of stellar evolution: supernovae, white dwarfs, pulsars, and black holes; the structure of our galaxy; the origin and large scale structure of the Universe. A weekly laboratory is required. Satisfies a Natural World core requirement.

111/112 General College Physics  This two-semester sequence of courses is designed for any interested student regardless of his or her major. The fundamental branches of physics are covered, including mechanics, heat, sound, optics, electricity, magnetism, and nuclear physics. Although it is assumed that the student brings only a background of high school algebra and geometry, additional mathematical concepts are developed within the course. A weekly laboratory is required. Each course satisfies a Natural World core requirement. Credit for PHYS 111 will not be granted to students who have completed PHYS 121; credit for PHYS 112 will not be granted to students who have completed PHYS 122.

121 General University Physics  Fundamental principles of mechanics, gravity, and wave motion are treated. A weekly laboratory is required. Prerequisite: MATH 121 (may be taken concurrently). Satisfies a Natural World core requirement. Credit for PHYS 121 will not be granted to students who have completed PHYS 111.

121MA General University Physics (integrated with Calculus and Analytic Geometry II) Fundamental principles of mechanics are treated, including rotational motion and oscillations. A weekly laboratory is required. This is the physics portion of an integrated class and must be taken with MATH 122PH. Prerequisite: MATH 121 or its equivalent. Satisfies a Natural World core requirement. Satisfies the PHYS 121 requirement for a physics major or minor. Credit for PHYS 121 will not be granted to students who have completed PHYS 111.

122 General University Physics  Fundamental principles of heat, electricity, magnetism, and optics are treated. Topics from the early twentieth century are introduced, leading to the Bohr model of the atom. A weekly laboratory is required. Prerequisite: PHYS 121 and MATH 122 (may be taken concurrently). Satisfies a Natural World core requirement. Credit for PHYS 122 will not be granted to students who have completed PHYS 112.

122MA General University Physics (integrated with Multivariable Calculus) Fundamental principles of gravitation, electricity, magnetism, waves, and optics are treated. A weekly laboratory is required. This is the physics portion of an integrated class and must be taken with MATH
221PH. **Prerequisites:** MATH 122 or its equivalent and PHYS 121 or its equivalent. Satisfies a Natural World core requirement. Satisfies the PHYS 122 requirement for a physics major or minor. Credit for PHYS 122 will not be granted to students who have completed PHYS 112.

205 **Physics of Music** This course is intended primarily for students having some background in music. The scientific aspects of musical sound are treated including the basic physics of vibrating systems, wave phenomena, and acoustics and their applications to musical instruments and musical perception. A weekly laboratory is required. *Recommended:* one semester of college-level music theory, formal music training, or permission of instructor. Satisfies a Natural World core requirement.

212 **Waves and Optics** The physics of waves is studied with emphasis on the wave nature of light. The mathematical methods are developed for describing propagating waves, standing waves, the spectral decomposition of light, interference, diffraction, and polarization. A weekly laboratory is required. *Prerequisites:* PHYS 122.

221 **Modern Physics I** This course is an introduction to twentieth-century physics, concentrating on special relativity and statistical physics. Applications to atomic, nuclear, and solid state physics are stressed. A weekly laboratory is required. *Prerequisites:* PHYS 122 and MATH 221 (may be taken concurrently).

222 **Modern Physics II** This course is a continuation of PHYS 221. In this semester the development of quantum theory in the first third of the twentieth century is studied in detail. Applications to current research are examined. A weekly laboratory is required. *Prerequisites:* PHYS 221.

231 **Circuits and Electronics** This course is intended to teach the fundamental behavior of electronic components and their applications in various circuits. A balance of lecture and laboratory experience demonstrates the practical method of investigation of electronic devices. Original design of electronic circuits is emphasized. Topics include AC and DC circuit analysis, amplifiers, active and passive filters, operational amplifiers, and digital electronics.

232 **Digital Electronics and Computer Hardware** This course offers each student practical experience with modern integrated circuits, including a representative microprocessor. Emphasis is on interfacing the microprocessor with external hardware for data acquisition and process control. It serves all students who need familiarity with digital instrumentation or who need an understanding of the electronic devices that make up a computer system. Crosslisted as CSCI 232. Not offered 2002-2003.

262 **Computational Physics** This course is designed to introduce students to techniques for finding the solution to physical problems with the aid of the digital computer. Finite difference methods are applied to problems in mechanics, heat flow, wave phenomena, fluid motion, electromagnetism, and quantum mechanics. Extensive programming experience is not required. Laboratory required. *Prerequisites:* MATH 121.

299 **The History and Practice of Ancient Astronomy** The course treats the history of Greek astronomy from its beginnings in the fourth century BC down to its culmination in the second century AD. Attention is devoted not only to the emergence of astronomy as a science, but also to the place of practical astronomy in ancient life, including its uses in time-telling and agriculture and its role in literature. The treatment of ancient technical astronomy is thorough enough to permit the student to apply ancient techniques in practical situations, e.g., in the design of sundials and the prediction of planetary positions. The course is non-mathematical, as far as possible.
Concrete models are used to deepen understanding and to simplify analysis, but some elementary geometry is required. A weekly laboratory is required. Prerequisites: 1 unit satisfying a natural world core requirement and 1 unit satisfying the historical perspective core requirement, or by permission of the instructor. Satisfies a Natural World core requirement.

305 Analytical Mechanics This introduction to mechanics begins with the formulation of Newton, based on the concept of forces and ends with the formulations of Lagrange and Hamilton, based on energy. The undamped, damped, forced, and coupled oscillators are studied in detail. Prerequisites: PHYS 122, MATH 301, or permission of instructor.

310 Statistical Mechanics and Thermodynamics Newtonian mechanics and methods of probability are combined and used to gain new insights regarding the behavior of systems containing large numbers of particles. The concept of entropy is given new meaning and beauty. Certain properties of metals and gases are derived from first principles. The analysis of spectra leads to the initial development of the quantum theory and the statistics obeyed by fundamental particles. This course assumes a knowledge of calculus. Prerequisites: PHYS 305 and MATH 221, or permission of instructor. Not offered 2002-2003; next offered 2003-2004.

322 Experimental Physics An introduction to experimental physics, involving independent work on several physical systems. Prerequisite: PHYS 221 or permission of instructor.

351 Electromagnetic Theory Theory of electrostatic and magnetostatic fields is discussed, with emphasis on the theory of potential, harmonic functions, and boundary value problems. Prerequisites: PHYS 122, MATH 221 and 301.

352 Electromagnetic Theory This is a continuation of 351, emphasizing radiation, the propagation of electromagnetic waves, and the theory of special relativity. Prerequisite: PHYS 351.

411/412 Quantum Mechanics This is a mathematical development of the quantum theory of matter. Prerequisites: PHYS 305, 351; MATH 301.

491/492 Senior Thesis credit, variable Research may be undertaken under the supervision of a faculty member on a topic agreed upon and described in a proposal to the supervising instructor.

493/494 Special Topics in Theoretical Physics Advanced topics in mechanics, optics, quantum mechanics, or other fields are studied. This course is offered in response to student interest in particular advanced topics. Prerequisites: PHYS 305, 351, or permission of instructor.
POLITICS AND GOVERNMENT

Professor: David Balaam; Karl Fields, Chair; William Haltom; Arpad Kadarkay; Donald Share
Associate Professor: Patrick O’Neil; David Sousa
Assistant Professor: Shana Bass; Lisa Ferrari-Comeau (on leave Fall 2002)
Visiting Assistant Professor: Andrew Milton

About the Department

The Department of Politics and Government aims to acquaint students with the theoretical and empirical aspects of political experience. It seeks to develop an intelligent awareness and understanding of the processes, structures, institutions, and ideas of politics. In so doing the department seeks to: 1) develop student abilities to think critically and analytically about politics—to go beyond description and categorization in search of explanation; 2) encourage student appreciation of the complexities of human behavior and the interrelated nature of knowledge; 3) encourage students to evaluate political ideas, and, on the basis of such analysis, to begin to articulate a set of personal political values; 4) assist student development of the ability to communicate the knowledge and understanding of politics gained through curricular and extra-curricular experiences provided by the department; 5) assist student acquisition of skills necessary for entry into various post-graduate programs or careers in public service or in the private sector.

In order to enhance efforts toward attaining these objectives, the department will implement a cohesive program of study for its majors and other interested students within the University community.

Requirements for the Major

1. Completion of a minimum of ten units in the Department of Politics and Government to include
   a. Three 100-level courses (101,102,103, or 104);
   b. PG 250;
   c. Five 300-level courses, three of which must be taken in the student’s area of concentration within the discipline:
      U.S. Politics: PG 309, 310, 311, 312, 313, 314, 316, 317, 318, 319
      Comparative Politics: PG 315, 321, 322, 323, 325, 326, 327, 328, 336, 337, 371, 372
      International Relations: PG 322, 331, 332, 334, 335, 336, 337, 372
      Political Theory: PG 340, 341, 344
   d. One 400-level Research Seminar in the student’s area of concentration;
   e. One statistical methods course (MATH 271 or equivalent) or two semesters of a modern foreign language from the list of “Language Courses” presented below. Any variation must be approved by the Chair of the Politics and Government Department.

   CHIN 101, 102, 201, 202, 301, 302
   FREN 101, 102, 201, 202, 230, 270
   GERM 101, 102, 201, 202, 230
   JAPN 101, 102, 201, 202, 301, 302, 401, 402
   SPAN 101, 102, 201, 202, 230

Note: PG 497 does not count towards the major. Independent study and IPE upper-division courses may count toward the major with approval of the department.
Politics and Government

2. At least five units of the total must be completed at Puget Sound.

3. Any deviation from these requirements requires written approval by the Politics and Government faculty meeting as a whole.

Requirements for the Minor

1. Completion of a minimum of five units in the Department of Politics and Government to include
   a. Two of four 100-level courses;
   b. Three units at the 300 level. One course may be at the 400 level (except 497).

2. At least three units of the total must be taken in residence at this University.

3. Any deviation from these requirements requires written approval by the Chair of the Politics and Government Department.

Note: The Politics and Government Department will determine on a case by case basis the acceptability of courses which may be applied to a major or minor based on the age of the course.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

101 Introduction to U. S. Politics This course introduces students to the institutions and processes of U. S. politics. It covers all of the fundamental principles and important decisionmakers, giving to students the necessary breadth and understanding to take more advanced and more specialized courses. In addition, it prepares students to evaluate the guiding values of the polity, both in theory and in practice. Satisfies the Society core requirement.

102 Introduction to Comparative Politics An introduction to the basic vocabulary, concepts, and classification systems of comparative politics. Contemporary nation-states are divided into different categories or types. Specific countries, representing each type of nation-state, are studied with respect to their political ideologies, political institutions, political histories, and political cultures. The specific focus of this offering may vary depending on the instructor, and prospective students may wish to consult the instructor. Satisfies the International Studies core requirement.

103 Introduction to International Relations In focusing on how nations deal with each other, attention is given to the interaction of political, economic, social, and cultural factors that influence the international distribution of power and wealth and that contribute to world conflict; theories and concepts related to military-strategic doctrines, economics, national sovereignty, and ideologies. Satisfies the International Studies core requirement.

104 Introduction to Political Theory: The Perennial Questions This course is designed to provide an introduction to the enduring masters of political thought (Plato, Locke, Hobbes, Machiavelli, Marx) who enhance our understanding of the political order and its values by asking questions with clarity and determination. Satisfies the Society core requirement.

250 Methods, Analysis, and Argument in Political Literature This course trains majors in approaches and methods that will be most helpful in upper-division coursework. Topics and format vary with instructor, so majors are encouraged to consult with instructors before enrolling. Prerequisites: any two introductory courses (PG 101 through 104).
309 Environmental Politics and Policy in the United States  This course assesses the origins and impact of environmental consciousness in the United States since the 1960s. It has three parts. First, students examine the many forms that environmental consciousness has taken in the United States and the relationship between those ideological forms and other key values that have helped define the American polity. The class explores the ways that the various forms of environmental consciousness can and cannot be squared with the dominant liberal tradition. Second, the class focuses on key political manifestations of the new environmental movement: its impact on the political agenda and on perceptions of risk; the development of large interest groups out of the social movements of the 1960s and early 1970s; its electoral weight; conflict and cooperation with business and labor interests; and rising concerns about environmental justice. Finally, students assess some effects of the wave of environmental legislation enacted since the first Earth Day. They evaluate the performance of the institutions charged with implementing selected environmental laws, the impact of these laws and regulations on key indicators of environmental quality, and the costs and benefits of various approaches to environmental regulation and the management of natural resources. Throughout the course students are asked to assess the extent to which the politics of environmental concern have changed—or hold out the potential to change—American politics and the political economy. Offered every third year; next offered 2003-2004.

310 Presidency and Congress  The course focuses on the historical development of the legislative and executive branches, focusing on the interactions between Congress and presidents in policy making process. Some offerings of the course focus heavily on the presidency, and others are more focused on Congress; recent offerings have used a single presidency as a long case study of problems in presidential leadership and the workings of the legislative and executive branches. Prospective students may wish to consult the instructor. Prerequisite: PG 101. Usually offered every year; not offered 2002-2003.

311 Politics of Race and Ethnicity  This course examines how racial identities have been constructed in the United States, and how, in turn, modern political and intellectual movements have aimed to build a new politics based upon new racial identities. The class focuses on the intellectual and political movements that have aimed to reconstruct race in America and examines how these movements have shaped how Americans think about the "politics of identity" and urge them to embrace a politics of inclusion and assimilation. Prerequisite: PG 101. Offered every third year; offered Fall 2002.

312 Parties, Elections, and Campaigns  This course focuses on the relationship between citizens and political leaders in the United States. The course begins by examining the role that political parties once played in organizing the political life of the U.S. The course next traces the decline of political parties and the rise of new political intermediaries. It concludes by assessing whether these new institutions do a satisfactory job of linking citizens to leaders, and by exploring proposals to harness the new technologies of politics to democratic purposes. Prerequisite: PG 101. Offered every other year; offered Fall 2002.

313 American Constitutional Law  Examination of the role of the Supreme Court in the American constitutional systems with particular emphasis on its role in establishing a national government and national economy, and in protecting the rights of individuals. Views Supreme Court from historical, political, and legal perspectives to understand its responses to changing interests and conditions. Prerequisite: PG 101. Offered every other year; offered Spring 2003.
Politics and Government

314 U.S. Public Policy  There is widespread pessimism about the performance of American national government over the last 35 years. This course examines this gloomy conventional wisdom, exploring its analytical and ideological roots and its critique of American political institutions and public policy. The class then interrogates it, first by examining contrary arguments and evidence and then in a series of student-led case studies of government performance in specific policy areas. Students produce major term papers that assess the successes and failures of some public policy. The course aims at helping students to come to grips with the complexities of policymaking, the strengths and weaknesses of national governmental institutions, and the extent to which the pessimism that marks so much of contemporary political discourse is justified.  Prerequisite: PG 101.  Offered Spring 2003.

315 Law and Society  This course introduces students to the nature, functions, and processes of law. The course surveys criminal and civil trials in the U.S., England, and France, appellate deliberations in several countries, constitutional courts and public law, and specific extra-judicial legal institutions. The latter third of the course details lessons of the first two-thirds by case study of litigation in the United States.  Prerequisite: PG 101.  Offered every other year; offered Spring 2003.

316 Civil Liberties  The course surveys the state of civil liberties in the U.S. and the world. Primary emphasis is given to institutions in the United States and how they enforce, obstruct, or affect the protection of civil liberties. Specific topics include free expression, free belief, freedom of religion, and emerging rights and claims.  Prerequisite: PG 101.  Offered every other year; next offered 2003-2004.

317 U.S. Political Economy  This course focuses on questions about the relationship between capitalism and democracy and the ways that the harmonics and tensions between these great systems—and the broad process of “creative destruction” given us by the dynamism of the market—give shape to contemporary politics. The course explores theoretical perspectives on the relationship between the state and the market, the idea of American exceptionalism and challenges to market values that have emerged within the American political tradition, theories of justice and public attitudes about the legitimacy of market outcomes, and the political, social, and cultural consequences of economic change.  Prerequisite: PG 101.  Offered every other year; offered Spring 2003.

318 Public Opinion  This course introduces students to the theory and practice of research about public opinion. Students learn about the creation and manipulation of public opinion, its measurement and study, and the implications of findings for the practice of democratic republicanism in the U.S. and abroad. Instruction includes projects in survey research and content analysis, so that students master the techniques of public opinion research as well as the theories.  Prerequisite: PG 101.  Offered every third year; next offered Spring 2004.

319 Women in American Politics  The first part of this course examines the role of women in American politics from a historical perspective, considering how the interaction between women's activism and political norms and institutions has shaped American politics. The second part of this course analyzes the implications of women's activism for contemporary American politics, first examining women's experiences as voters, candidates, activists and office holders, and second assessing public policy changes that deal with women both directly and indirectly. Throughout, the course considers the roles that race, ethnicity, class, religion, and sexuality play in shaping women's individual and collective political behavior.  Prerequisite: PG 101.  Offered every third year; offered Fall 2002.
321 European Political Systems  An overview of the political systems of Europe that covers both the advanced industrial democracies of Western Europe and the emerging democratic regimes of Eastern Europe. The focus of this course is comparative, and students should expect to study a number of substantive themes such as the decline of “post-War settlement” and the crisis of the welfare state, the decline of party politics and the rise of “single-issue” movements, the move toward a more comprehensive European union, and the democratization and “marketization” of East European nations. Different instructors may decide to focus on one or more themes and/or one or more regions of Europe. Prerequisite: PG 102. Offered every other year; offered Spring 2003.

322 The Political Economy of Central America and the Caribbean  The course explores the interaction of politics and economics in the modern political systems of Central America and the Caribbean. It examines the causes of political unrest in the 1960s and 1970s and attempts to explain the reasons for a return to democratic politics in the 1980s and 1990s. Prerequisite: PG 102. Offered every other year; offered Fall 2002.

323 Asian Political Systems  A comparative analysis of the political economies of the four Asian “mini-dragons”: Taiwan, South Korea, Singapore, and Hong Kong. The course begins with a survey of China’s, Japan’s, and the United States’ role in Asia and then places each of the mini-dragons in comparative perspective. Prerequisite: PG 102 or permission of instructor. Offered Spring 2003.

325 The Political Economy of South America  The course explores the interaction of politics and economics in South America with an emphasis on Brazil, Argentina, and Chile. The course studies the rise and demise of populism and bureaucratic authoritarian regimes. The end of military rule and the return of democracy in the 1980s and 1990s are examined. The course provides an overview of the main political and economic actors in the region. Prerequisite: PG 102. Offered every other year; next offered 2003-2004.

326 The New Europe  This course sets out to analyze the network of European relationships and developments from the vital year of 1945 to the huge upheavals of the late 1980s and beyond. Will a potentially unified democratic continent ever emerge? Or—because of a number of disturbing key factors like nationalism and economic decline—does Europe’s future expose a terribly familiar turbulence, with an uncertain, unstable, and violent future? Offered only as a part of the ILACA London program.

327 Post-Soviet Politics  The post-communist countries of the former Soviet Union have confronted a number of challenges in the 1990s: economic transformation and democratization, nationalism and ethnic conflict, international pressures and changes in the social fabric of their very societies. Some have weathered these changes relatively well, or at least better than many expected; other countries seem to be slowly eroding under these intense forces. What is the explanation for a country’s success after post-communism? Is it a question of the right “recipe,” of taking the right steps, or is the future of the country largely determined by its past? How will this ongoing transition in the former Soviet Union influence world politics? The central objective of the course is to provide students with the tools by which they can come to their own conclusions about the region. The course covers some of the theoretical and historical factors that helped create what was termed “existing socialism,” and how this socialism was carried out in practice. Why this system eventually failed is the next area of consideration, as the class looks at the decline of communism in Europe. Finally, the course turns to some of the challenges involved in building
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democratic states and market economies, with specific reference to a number of countries in the region. Prerequisite: PG 102. Offered every other year; next offered 2003-2004.

328 Theories of Comparative Political Economy This course offers an intellectual history of the evolution of the interdisciplinary research program known as comparative political economy. Students examine the classical theories of eighteenth and nineteenth century political economy and political sociology (Smith, Marx, Spencer, Durkheim, Weber), post-WWII neo-classical theories of modernization and development, and theoretical approaches at the global level in the wake of the collapse of the dominant modernization paradigm. Students then apply these theories to contemporary puzzles of political economic change and address the broader issue of the growth of knowledge in the social sciences. Prerequisite: PG 102 or IPE 201 or permission of instructor. Offered every third year; next offered 2004-2005.

331 U. S. Foreign Policy The roots and extent of America’s involvement in world affairs; ideological, institutional, and strategic factors shaping U.S. foreign policy since WWII. America’s responsibility and influence on global conditions. Approaches to analyzing American foreign policy. Prerequisite: none; PG 103 strongly recommended.

332 International Organizations A theoretical and practical examination of the role played by a number of international and regional organizations in the international system today. Comprehensive study of a number of international organizations including the United Nations. Prerequisite: none; PG 103 strongly recommended. Offered every other year; offered Fall 2002.

334 Ethics in International Relations This course focuses on the role of ethics and moral arguments in international relations. The dominant theoretical traditions in international relations give little attention to moral and ethical concerns. This course examines the status and potency of individuals’ moral and ethical preferences in international politics, the capacities of social institutions such as churches to affect international politics, and efforts to justify war on moral and ethical grounds. Prerequisite: PG 103. Usually offered every year; not offered 2002-2003.

335 Global Security This course explores evolving threats to global peace and stability in the post-Cold War era. The class tests the efficacy of traditional theories about international conflict through the examination of a number of contemporary security problems. Attention focuses on issues that are persistent, politically explosive, and global in scope, such as nationalism, migration, and environmental problems. All have potential for generating violent conflict in the world today. Prerequisite: PG 103.

336 Terrorism and Globalization This course proceeds from the hypothesis that contemporary terrorism is a "post-modern" development, a response to the forces of globalization. The course looks at the dilemmas involved in growing globalization and the resistance to it, and to what extent this threatens international security and democracy at home. Prerequisites: PG 102 or PG 103. Offered every third year; offered Fall 2002.

337 U.S. - Canadian Relations This course examines the current relationship between the United States and Canada. After a brief overview of U.S. and Canadian political institutions, and initial efforts to distinguish American and Canadian political culture, this course then focuses on contemporary issues in the complex political, economic and social relationship between the two states. Prerequisites: PG 102 or PG 103. Offered every third year; offered Spring 2003.

340 Classical Political Theory A historical and interpretive survey of classical political theory. The course explores the development of the idea of the state, beginning with first attempts to plan
Politics and Government

society in the Greek city state. Students examine the Greek achievement and its decline, Pax Romana, and the solid achievement of Rome in developing the tradition of European order. Thinkers studied include Plato, Aristotle, Stoic and Epicurean philosophers, Cicero, Seneca, Marcus Aurelius, and St. Augustine. Prerequisite: PG 104. Offered every third year; offered Fall 2002.

341 Modern Political Theory This course re-examines the major political ideas, institutions, and ideals of liberalism, capitalism, democracy, and communism. Special emphasis is placed on the revolutions of 1989 in Central Europe and Russia, a turning point in world history, and the emergence of democracy and civil society in the post-communist world. The course traces the global interaction of institutions, market economy, and culture in the emerging New Europe and Russia. The theme of the course is that modern political theory presents unbroken threads unifying the experience of all countries and centuries. But each of these issues and concepts—state and society, politics and economics, globalism and nationalism—permits alternative solutions. The course is guided by Jefferson’s advice: “In so complicated a science as politics and political economy no one axiom can be laid down as wise and expedient for all times and circumstances and for their contrarieties.” Satisfies the International Studies core requirement. Offered every other year; offered Spring 2003.

344 American Political Thought The course seeks to understand the origins, character, and evolution of American political thought. Though rooted in European thought, American political tradition has developed its own unique character. Thus the subordinate purpose of the course is to put American ideas in a larger historical perspective by using comparative values. Satisfies the Comparative Values Core requirement.

371 Spain in the European Union This course considers the integration of the European Community and the European security system during the post-Cold War era, with special attention given to Spain’s role and the effects on Spanish politics. Current events are discussed in the context of the historical and geographic influences. Offered only as part of the ILACA Spain program.

372 Japanese Political Economy This course is designed to familiarize students both with the institutions of the Japanese political economy and with a breadth of issues relevant to a deeper understanding of how political and economic processes actually work in Japan. It is comparative in nature and deals primarily with issues since 1945. Prerequisite: PG 102 or permission of instructor.

375 Thai Politics This course begins with the examination of the historical development of Thai politics since the thirteenth century. This is followed by examining the development of authoritarianism and eventually democracy in 1932. This development in Thai politics is interpreted through the application of political economy, neo-Marxism and structural functionalism. Offered in Spring 2003 as part of the Pacific Rim/Asia Study-Travel program.

410 Research Seminar in U.S. Politics Students in this seminar focus on some major concerns of students of U.S. politics or public law and are required to write senior theses in the topic area of the seminar. The theme or topic of the seminar changes from year to year, and prospective students should check with U.S. politics faculty to determine the theoretical and substantive focus of the upcoming offering. Prerequisites: PG 101, major concentration in U.S. Politics, and PG 250 or permission of instructor.
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411 Seminar in Public Law  This seminar examines the modern court system of the United States as institutions both political and legal. The seminar considers some topic of great interest to scholars. Each session reviews the literature on the topic, with students leading the discussion. The students then propose a seminar project that enhances the literature and promises to create new knowledge in the field. Prerequisites: PG 201, senior status, or permission of the Politics and Government faculty. Offered every third year; offered Fall 2002.

420 Research Seminar in Comparative Politics  Students in this seminar study major theoretical approaches to comparative politics and are required to apply those approaches to their senior thesis. The theme of this seminar changes each year. Prospective students should check with the comparative politics faculty to determine the theoretical, substantive, and geographical focus. Students are expected to participate regularly in seminar discussions and may be responsible for leading class sessions. Prerequisites: PG 102, major concentration in Comparative Politics, and PG 250, or permission of instructor.

430 Research Seminar in International Relations  Students in this seminar critically examine older and emerging theories of international relations as well as the issues and problems those theories attempt to explain. Students are expected to lead class discussions and to produce and present an original thesis on a topic chosen consultation with the instructor. Prerequisites: PG 103, major concentration in international relations, PG 250, and senior standing, or permission of instructor.

440 Seminar in Modern Political Thought  The seminar concentrates on those authors, from Machiavelli to Nietzsche, who have made significant new approaches to the critical understanding of the world, its everyday political struggles, and immediate issues of the present time. Thematically, the seminar seeks to (1) give substantial accounts of what the intellectual giants thought about politics and (2) to indicate the degree to which these thinkers were engaging in the perennial conversation of mankind. Each student is expected to complete a substantive research paper. The format is dialogue and presentation of research topics and findings to members of the seminar. Prerequisite: PG 104, senior standing, or permission of instructor.

495/496 Independent Study  Requires prior departmental approval to count toward major or minor.

497 Political Internship Seminar  This seminar explores contemporary issues in public policy. It focuses on the difficult ethical and political choices public decision makers face. The class studies the politics of policy process, the history of policy development, the values that shape policy choices, and different philosophies about which values should prevail in policymaking. The substantive issues covered vary, including such subjects as social welfare policy, policy toward science and technology, and health care politics. Prerequisites: junior or senior standing, major or minor status in the Politics and Government department or the completion of at least four units in Politics and Government, and admission to the Internship program. PG 497 does not count toward the major or minor. Prerequisite: approval of the Internship Coordinator (see description on page 229 of this Bulletin).
Psychology

PSYCHOLOGY

Professor: Barry Anton (on leave Spring 2003); Catherine Hale
Associate Professor: Robin Foster (on leave fall 2002); Sarah Moore; Mark Reinitz; Carolyn Weiss, Chair; Lisa Wood
Assistant Professor: David Moore; Marianne Taylor
Visiting Assistant Professor: Alisa Ostgard-Murray

About the Department

A current assessment of the field of psychology recognizes its application within a wide variety of professions including business, education, law, physical and occupational therapy, medicine, and clinical practice. While acknowledging this breadth of application, the academic discipline of psychology remains strongly wedded to empirical investigation as the fundamental underpinning of psychology and its effective application within these fields. Thus, a solid foundation in psychology hinges on an empirically-based understanding of the fundamentals of human experience and behavior, including sensation, perception, cognition, learning, development, and social interaction. These fundamentals are best approached through the process of laboratory investigation, field studies, and careful evaluation of relevant research and scholarly writing. As such, psychology embraces scientific research training as a key element in the professional development of psychologists, as well as those who apply psychological principles in other contexts. Such training includes the principles of research design, statistical inference, and measurement as well as training in the intellectual skills necessary for communicating and evaluating the results of empirical investigation.

More broadly, the field of psychology concerns itself with the enhancement of human experience through a better understanding of our uniqueness as individuals and our similarity and relation to others, including animals of other species. To this end, psychological research investigations focus on humans as well as other animals, on the individual as well as the collective. Although the discipline of psychology has evolved to embrace an empirical approach to the development of knowledge, the roots of this inquiry rest historically in the rational self-reflective capacities of the human mind and in the human search for meaning within experience. As such, education in psychology reflects and encourages the development of intellectual curiosity and a humanistic concern for others, both of which may be refined and expanded through disciplined inquiry and direct experience in the form of well-supervised research and applied experience.

The curriculum in the Department of Psychology meets many of the broad educational goals of the University in the process of training students to logically formulate and investigate questions relevant to the field of psychology. Students are required to present their ideas orally and in written form as they study the traditional fundamentals of psychology and to apply them more broadly to a wide variety of disciplines. The Department attempts to balance focused courses that strengthen specific theoretical concepts and processes with those that illustrate the historical and structural development of theories and their broader applications. Further, the seminars and independent study courses provide opportunities for students to delve more deeply into an area of interest, to approach contemporary issues in psychology, and to develop the skills of scholarship at a more sophisticated level.

Overall, the Psychology curriculum provides opportunities for students to strengthen both the quantitative and verbal aspects of logical thinking and to encourage critical analysis at highly
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focused and more general levels. The content of many of the courses reaches students at a personal level, providing the motivation for both intellectual and personal development. It is expected that students will strengthen and develop a sense of their personal values through the process of intellectual inquiry, scientific investigation, and interaction with faculty and other students. This, in turn, will help students appreciate their role within the broader contexts of community, culture, and the world.

Requirements for the Major

1. Completion of ten units, nine of which are in Psychology.
2. Satisfactory completion of either option a or b (below)
   c. BIOL 111 or 121
   d. BIOL 101 and one of the following: PSYC 251, 310, 311.
   Note: The Psychology course may also be used to fulfill the major elective requirement.
4. Satisfactory completion of both PSYC 201 and PSYC 301 (Experimental Methodology and Applied Statistics I, II).
   Note: PSYC 101 is a prerequisite for PSYC 201. PSYC 201 is a prerequisite for PSYC 301.
5. Satisfactory completion of two of three laboratory courses: PSYC 341, 360, or 371.
   Note: All laboratory courses have PSYC 201 as a prerequisite. PSYC 371 also requires PSYC 301 or permission of instructor. PSYC 360 students participate in laboratories involving live animals.
6. Satisfactory completion of PSYC 492 (Perspectives on Behavior).
7. Satisfactory completion of three psychology elective courses. At least two of these courses must be at the 300/400 level.
8. All courses in the major must be taken for a grade
9. Psychology majors must satisfy University core requirements outside of the Psychology department.
10. At least four of the nine required units in Psychology must be completed at Puget Sound.
11. A major grade point average of at least 2.0.

The Psychology Department does not offer a Minor in Psychology. Nonmajors who are interested in psychology and who would like guidance in selecting courses are encouraged to speak to any member of the department.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

101 Introductory Psychology  This course focuses on the scientific study of the behavior of humans and other organisms. Topics include principles of learning and motivation, acculturation, sensation and perception, cognition, language, and intellectual development; attitudes and attitude change, interpersonal attraction, theories of personality, psychological testing, behavior disorders, and psychotherapeutic methods; and the application of principles to an understanding of one’s own behavior and the behavior of others. Required course for the major.
145 Issues in Clinical Psychology This is a first-year writing intensive course centered on the field of clinical psychology. Students examine key issues in the subfields of psychotherapy, personality and abnormal psychology through essay writing, discussion, and formal debates. The course examines the scientific investigation of real clinical problems such as alcoholism, depression, and anxiety and focuses on methods of assessment and ethical treatment. Students write weekly papers and experiment with several approaches to essay writing. Offered every other year; offered Fall 2002.

200 Human Sexuality Beginning with a brief study of the anatomy and physiology of the sexual and reproductive systems, the course progresses to the consideration of cultural heritages, including cross-cultural and sub-cultural variations. Consideration is given to the evolution of attitudes and behaviors across the life-span, including the psychological foundations of the dysfunctions. Offered every three years; offered Spring 2003.

201 Experimental Methodology and Applied Statistics I This course covers experimental design and research methodology, elementary and advanced techniques of data analysis, and basic issues in the philosophy of science. Laboratory and individual research is required. Prerequisite: high school algebra or the equivalent, PSYC 101. To be taken during the sophomore or junior year. Required course for the major.

251 Introduction to Behavioral Neuroscience This course considers the contributions of the nervous system to the understanding of the behavior of humans and other animals. To this end, the course surveys the basic structure and function of the nervous system, the principle methods for its study, and how knowledge of it informs an understanding of such phenomena as sensation and perception, movement, sleep, emotion, learning and memory, language, and abnormal behavior. It is suggested, but not required, that students have completed BIOL 111 and/or BIOL 221/222. Offered every other year; next offered 2003-2004.

273 Developmental Psychology: Infancy through Childhood This course focuses on the milestones of human development from conception through late childhood. It considers physical, cognitive, language, social, and emotional changes that occur during the first decade of life with special attention to various contexts of development. It addresses major theories as well as current research and methodology that explain how and why developmental change occurs. Implications for child-rearing, education, and social policy-making are also examined.

274 Developmental Psychology: Adolescence through Death This course focuses on the development of individuals from adolescence through the end of life. The nature of cognitive, physical, and psychosocial development are examined. Current theories and research on such topics as adolescent rebellion, adult midlife crisis, and caregiving for elderly parents are explored.

281 Social Psychology This course is a survey of theory and the experimental research literature pertaining to the prediction of human behavior in social settings. Topics covered include research methodology, attitudes and attitude change, person perception, interpersonal attraction, human aggression, altruism, prejudice, conformity, and group behavior, and the application of findings to current social problems. Satisfies a Society core requirement. (Note: Psychology majors cannot fulfill their Society core requirement with this course.)

290 Industrial/Organizational Psychology This course focuses on the application of psychological theory and methods to work behavior in industry and social service organizations. Research on job satisfaction, work motivation, personnel selection and training, decision making, and group processes within organizations are considered.
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295 Abnormal Psychology The major focus of this course is aberrant human behavior and the scientific basis for understanding its causes. Students learn the major approaches utilized today in diagnosis and treatment of these disorders including biological, psychoanalytic, cognitive, behavioral, humanistic, and community-systems models. Prerequisite: at least one course in psychology. Students who have received credit for PSYC 345 may not receive credit for PSYC 295.

301 Experimental Methodology and Applied Statistics II This course covers experimental design and research methodology, elementary and advanced techniques of data analysis, and basic issues in the philosophy of science. Laboratory and individual research is required. Prerequisite: PSYC 201. Required course for the major.

310 Fundamentals of Clinical Neuropsychology Clinical Neuropsychology is the study of brain-behavior relationships. The focus of the course is the clinical presentation of human brain dysfunction. Basic neuroanatomy, neurophysiology, assessment techniques, and philosophical underpinnings are examined. Topics could include split brain studies, language disorders, laterality, perceptual-motor dysfunction, learning and attention disorders, dementia, and treatment issues. Prerequisite: PSYC 101. Offered every other year; offered Fall 2002.

311 Behavioral Genetics The relative influence of heredity and experience on psychological processes has long interested behavioral scientists. Recent advances in genetic technologies demand that students of psychology become familiar with genetic studies of cognitive and behavioral traits, such as intelligence, personality, and psychopathology. This course reviews basic principles of genetics, introduces standard methods for studying behavioral genetics, examines how genetic studies inform scientists about the etiology and expression of psychological processes, and considers ethical issues surrounding genetic research, especially as applied to the behavioral sciences. Prerequisites: PSYC 101 and BIOL 101 or 111. Offered every other year; next offered 2003-2004.

315 Psychology and the Legal System Psychology and the Legal System explores the complex interface between the science of Psychology and a range of legal issues. Topics in the areas of human rights, expert testimony, ethics and legal practices are examined. The importance of psychology in shaping legal practices is a central theme of the course. Prerequisites: at least one previous course in Psychology.

330 Theories of Personality This course is designed to provide students with an understanding of several theoretical models of the determinants of human behavior. Taking a historical perspective, students learn about psychoanalysis, behaviorism, humanism, and other models of personality. A comparative approach is stressed with an emphasis on structural criticism of each theory and its philosophical underpinnings. Prerequisite: at least one course in psychology.

331 The Forging of the Psychological Tradition: Historical, Cultural, and Intellectual Dynamics This course focuses on the development of psychology from its origins in philosophy to its establishment as a distinct experimental science. The class evaluates the contributions of philosophers and psychologists in terms of the political, cultural, social, and intellectual tenor of the times. This course allows students to gain historical sophistication and helps develop the ability to critically examine past as well as present issues and findings in psychology. Prerequisite: PSYC 101. Students who have received credit for PSYC 231 may not receive credit for PSYC 331. Offered every two years; offered Spring 2003.

341 Sensation, Perception, and Action This course considers the phenomena and methods of sensation, perception, and action in biological organisms. It focuses primarily on vision and audi-
tion, but with an emphasis on the general principles of how various forms of physical energy in
the world are transduced and transformed to yield useful representations and purposeful behavior.
Students wishing to facilitate a deeper understanding of the material may want to take PSYC 251,
MATH 121, or PHYS 111/112 (or 121/122) prior to taking this course. Laboratory work is re-
quired. **Prerequisite: PSYC 201.**

360 Experimental Analysis of Behavior  The experimental analysis of behavior is concerned with
the lawful relationships between the behavior of organisms and the natural world. The course
explores the scientific principles that govern these relationships with particular emphasis upon
environmental control of voluntary behavior. **Note:** The laboratory component of this course
requires work with live animals. **Prerequisite: PSYC 201 or permission of instructor.**

361 Cognitive Psychology  This course is concerned with how humans learn, think, reason, and
solve problems. It addresses the ways in which humans input, encode, transform, store, retrieve,
and output information. The course presents major concepts, methods, research findings, and
controversies concerning human cognition and examines application of cognition to topics such
as eyewitness testimony, autobiographical memory, childhood amnesia, and expertise. **Prerequisite:
PSYC 201.**

370 Special Topics  This course covers areas of psychology that are of contemporary interest and
are not covered by other courses in the department. The topics covered and the frequency with
which the course is offered depend upon the changing expertise and interests of the faculty. May
be repeated for credit. **Topic for Fall 2002:** Diverse Family Systems. **Topic for Spring 2003:**
Cognition and Aging. **Prerequisite: PSYC 101.**

371 Psychological Testing and Measurement  This course is an introduction to psychological
testing and measurement. Students address the topics of test development, validation, and admin-
istration; survey commonly used psychological measures; and discuss ethical, legal, social and
emotional impacts of decisions based on measures. In computer-based laboratories, students ana-
lyze test data with frequently used statistical tests and procedures. **Prerequisites: PSYC 201 and
PSYC 301.** Students who have received credit for PSYC 401 cannot receive credit for PSYC 371.

395 Pediatric Psychopathology  Mental health disorders among children and adolescents are
pervasive. Youth violence is a serious social problem. This course examines the etiology, diagno-
sis, and treatment of mental health problems of children and adolescents based on the empirical
literature. **Prerequisite: PSYC 295.** Students who have received credit for PSYC 370 with the
topic of pediatric psychopathology may not receive credit for PSYC 395. Offered every other

450 Work and the Family  This seminar focuses on aspects of the changing American family that
concern employment and family life. Families in which adults both work and care for others
(children, the elderly) are featured. Topics include men's and women's occupational choices, the
effects of employment on marriage and the socialization of children, and governmental policies for
working families. **Prerequisite: PSYC 201.** Offered on occasion; not offered 2002-2003.

460 Psychotherapy and Behavior Change  This seminar reviews the major models of personality,
psychotherapy, and clinical assessment. A strong emphasis in the course is placed on the compar-
ison of cognitive-behavioral theories to psychoanalytic, humanistic, and systems approaches. Stu-
dents have opportunities to develop and practice basic counseling skills as part of the humanistic
segment of this course. **Prerequisite: PSYC 330 or PSYC 345.**
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473  **Gender Development**  This seminar examines gender development in infancy and childhood with a particular emphasis on empirical research in the field of developmental psychology. This class considers different theoretical accounts of how children acquire gender role beliefs, attitudes, and behaviors (i.e., biological, psychoanalytic, social learning, cognitive developmental, and gender schema theories). Topics include the genetics of sex and gender; stereotypes of masculinity and femininity; the development of gender identity, preferences and behaviors; gender role socialization by parents, peers, teachers, and the media; and topics of student interest. **Prerequisite:** PSYC 201 or 273 or permission of instructor. Students who have received credit for PSYC 370 with the topic of Gender Development may not receive credit for PSYC 473. Offered on occasion.

492  **Perspectives on Behavior**  A detailed review, analysis, and evaluation of the philosophical, theoretical, and experimental contributions of important figures both in the pure and applied sciences of psychology. **Prerequisite:** senior Psychology major or permission of instructor. Required course for the major.

495  **Independent Study**  Independent study credit is available to advanced students who demonstrate legitimate educational needs not met through regular course offerings. Depending on the nature and scope of the project, independent research projects may constitute independent study. Petition for admission is required. Requests evaluated on an individual basis.

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**RELIGION**

Professor: Douglas R. Edwards

Associate Professor: Suzanne Holland, Chair (on leave Spring 2003); Stuart Smithers

Assistant Professor: Judith Kay; Jane Marie Pinzino

Visiting Assistant Professor: Jonathan Stockdale

**About the Department**

The Department of Religion seeks to help students understand the nature and importance of the world's great religious traditions in historical context and to glimpse some of the profound questions and answers about human nature and destiny that these traditions offer. Toward this end several individual traditions are studied in depth, but the traditions are also treated comparatively. In each case noting how they shape human existence and culture through such expressions as myths, symbols, rituals, moral systems, and ideas.

For students seeking a true liberal arts education, a major or minor in Religion provides an avenue towards deeper understanding of oneself and the human adventure. It also serves as a stepping-stone to graduate studies and as a general background helpful in many vocations. For the major and minor the faculty provides an introduction to the academic discipline of Religion followed by careful probing of two or more important traditions and a consideration of the methods useful in the study of religion.

**Objectives in the Religion Major**

With a focus on religious symbols, doctrines, practices, moral systems, and institutions in both ancient and modern settings, Religion majors will develop an understanding of a range of religious traditions. Department faculty believe that in order to function effectively in an increasingly
complex world, educated persons must possess an understanding of the roles religions play in political, economic, social, cultural, and moral arenas of people’s lives. Religion majors will explore in depth at least one Asian religious tradition and one Western monotheistic tradition, and they will gain familiarity with a variety of theories, methods, and issues involved in the academic study of religions.

Religion courses are grouped as follows

A. Biblical Studies and the Ancient World
102, Jesus and the Jesus Tradition
112, Archaeology and Religion
200, The History and Literature of Ancient Israel
201, The History and Literature of the New Testament
253, Religion and Society in the Ancient Near East
312, The Apocalyptic Imagination
352, Archaeology Abroad: Field Methods and Approaches
354, Paul and the Pauline Tradition
453, Archaeology and the Bible

B. History and Thought of Monotheistic Traditions
111, Joan of Arc: A Freshman Seminar
204, Religions of the Book: Judaism, Christianity, and Islam
271, Jewish Existence: History, Institutions, and Literature
363, Saints, Symbols, and Sacraments: History of Christian Traditions
457, Women and Christianity

C. Religion, Culture, and Ethics
101, Introduction to the Study of World Religions
103, Introduction to Ethics
108, Yoga and the Ascetic Imperative
205, Holocaust: Courage and Complicity
207, A Passion for Justice: Contemporary Liberation Theologies and Ethics
218, Crime and Punishment
290, Mysticism and Esotericism
301, Consciousness and the Bourgeoisie
302, Ethics of Responsibility and Difference
361, Heroes of Integrity
364, Issues in Bioethics
368, Religion, Feminism, and Ethics
370, Images of Evil in Twentieth-Century Fiction
450, Tradition and the Esoteric
451, The Idea of the Soul
455, Virtue and Vice
456, Ethics and Postmodernity

D. Asian Religious Traditions
233, Japanese Religious Traditions
328, Religion, the State, and Nationalism in Japan
329, Religion and Nature in East Asia
330, Zen and Japanese Society
332, Buddhism
333, Asian Women and Religion
334, Vedic Religion and Brahmanism
335, Classical Hinduism
336, Tibetan Buddhism
369, Power, Gender and Divinity: The Construction of Goddesses
454, Buddhist Social Ethics

Requirements for the Major

The major in Religion is nine courses, at least four of which must be completed at Puget Sound, and only grades of C (2.00) or higher count towards the major or minor.

A. One of the following courses from Biblical Studies and the Ancient World: REL 200 or 201;
B. The following course from History and Thought of Monotheistic Traditions: REL 363;
C. One of the following courses from Religion, Culture, and Ethics: REL 205, 207, 218, 302, 361, 364, 368;
D. Two of the following courses from Asian Religious Traditions: REL 233, 328, 329, 330, 332, 333, 334, 335, 336, 369;
E. Two courses at the 400 level, only one of which may be an Independent Study;
F. Two additional courses, only one of which may be at the 100 level.

Several courses dealing with Religion are offered from time to time in other departments. Although these courses do not count toward the major or minor in Religion, they may be of interest to students who wish to supplement their work in Religion with related study in other disciplines. At present, the following are available:

CLSC 302, Pagans and Christians
CSOC 203, Anthropological Study of Religion
PHIL 395, Islamic Tradition
PHIL 382, Philosophy of Religion

Requirements for Honors in the Major

a) A foreign language through the 202 level
b) A senior thesis, which counts as one of the nine courses for the major
c) Work in Religion which meets the university requirement for Honors in the Major.

Requirements for the Minor

The minor in Religion is five courses, at least three of which must be completed at Puget Sound, and only grades of C (2.00) or higher count towards the minor.

1. One course from each of the following four groups:
   A. Biblical Studies and the Ancient World
   B. History and Thought of Monotheistic Traditions
   C. Society, Culture, and Ethics
   D. Asian Religious Traditions
2. One other Religion course
3. At least two of the five courses must be taken at the 300 level or higher.

Notes
1. Students majoring or minoring in Religion may count only two Religion department courses toward fulfilling University Core Curriculum requirements.
2. The Religion Department does not restrict the applicability of courses to major or minor requirements based on the age of the course.

Course Offerings
Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 11.

101 Introduction to the Study of World Religions This course is a comparative study of world religions in light of influential theories of myth, symbol, ritual, religious experience, and the social function of religion. Satisfies the Humanistic Perspective core requirement.

102 Jesus and the Jesus Tradition This course explores both ancient and modern perceptions of the life and teachings of Jesus. Special attention is devoted to issues surrounding the “quest for the historical Jesus,” the gospel traditions, and the impact the figure of Jesus had and continues to have in art, literature, politics, and persons’ lives. Satisfies Humanistic Perspective core requirement.

103 Introduction to Ethics The objective of this course is to explore ethical conceptions of human flourishing—doing the right thing, being a good person, and fashioning a just society. The course introduces the methods and language of ethics found in diverse ethical traditions—both philosophical and religious—including Christian, Native American, Jewish, and African American. Students explore how their ethical thinking is shaped by their social location and analyze moral issues, such as cultural relativism, legalization of drugs, sexual ethics, free speech on the Internet, and environmental ethics. Satisfies the Humanistic Perspective core requirement.

108 Yoga and the Ascetic Imperative This course investigates and attempts to distinguish, identify, and understand the different modes and aspects of yoga, meditation, and ascetic disciplines in a variety of cultural contexts. The class examines the broad influence of the ascetic imperative in culture and criticism—in myth, literature, philosophy, religion, and psychology. Primary texts include Patanjali’s Yoga Sutras, Plato’s Symposium, and Athanasius’s Life of Anthony. Major interpretive authors studied include Nietzsche, Weber, Freud, and Foucault. Satisfies the Humanistic Perspective core requirement.

111 Joan of Arc: A Freshman Seminar Students in this course grapple with the figure of Joan of Arc (1412-1431) from the perspectives of her own historical culture as well as that of succeeding generations. The first half of the course examines the historical backdrop of medieval Europe, including the Hundred Years’ War, the ecclesiastical trials, and the lives of female prophets and mystics. The second half considers how Joan of Arc has been transmitted down to the present day as an icon in Western culture, especially in literature. Offered every other year; not offered 2002-2003.

112 Archaeology and Religion Using religion as a touchstone, the course addresses how archaeology helps one to understand human experience. How did societies organize (a social archaeol-
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ogy)? What impact did the environment play on the cognitive structures of people's lives (environmental archaeology)? What did people eat? What was their level of subsistence and diet? How did they make use of tools? What technology did they use? What contact did they have through trade and exchange? Did religion impact the nature of trade, diet, the environment? What did they think, who were they and why did they change (an archaeology of people)? Finally, the course looks at how religion has influenced the debate about who today has control over the past. Satisfies the Society core requirement.

200 The History and Literature of Ancient Israel The history of Israel from Abraham to the Maccabees and the literature of Judaism, the Law, the Prophets, and the Writings, as understood from the Biblical text, archaeology, and ancient Near East literature. Satisfies Historical Perspective core requirement.

201 The History and Literature of the New Testament All the writings of the New Testament are studied, in order to understand both the critical scholarly questions of date, authorship, purpose, and the impact of these writings and their authors on the emerging Christian community.

204 Religions of the Book: Judaism, Christianity, and Islam This course surveys the major monotheistic traditions of the world—Judaism, Christianity, and Islam—from their origins to the present day. The course fosters an appreciation of the distinctiveness and inner coherence of each of these traditions as well as to discern facets of unity among the three. Religious expression assumes many forms and is considered in traditional theological and philosophical texts as well as in political systems and the arts. The class is conducted as a combination of lecture and discussion. Satisfies the Historical Perspective core requirement. Students who have received credit for REL 104 may not receive credit for REL 204.

205 Holocaust: Courage and Complicity Although the Holocaust was a unique event, it raises persistent questions about human behavior and moral choice. How and why did individuals become complicit with anti-Semitism and totalitarianism, while other exhibited the courage to resist? This course studies the nature and dynamics of anti-Semitism and examines the adequacy and everyday morality to respond to prejudice and systems of domination. Students are encouraged to reflect on the implications of their moral choices and opportunities for civic engagement. Satisfies the Historical Perspective core requirement.

207 A Passion for Justice: Contemporary Liberation Theologies and Ethics In this course students compare different Christian theologies of liberation (such as: Latin America, feminist, African American, womanist, Asian) and their implications for the human quest for justice. The role of theology and ethics in this quest for liberation from oppression is examined. Fundamental to this course is the assumption that the quest for justice, which is central to theological ethics, looks very different when it begins from the experience of injustice, rather than privilege. Satisfies the Humanistic Perspective core requirement. Counts towards the minor in African American Studies, Latin American Studies and in Women Studies. Students who have received credit for REL 107 may not receive credit for REL 207. Not offered 2002-2003.

218 Crime and Punishment The U.S. is incarcerating its citizens and imposing the death penalty at an alarming rate. Because punishment hurts and sometimes kills, it is wrong, or it needs justifying. What purposes does punishment serve? Are there just alternatives to punishment? The course explores justice as revenge, retribution, reform, restoration, deterrence, and fair treatment. Particular attention is given to Christian and Jewish approaches to punishment, particularly to the death penalty. Students explore the effects of crime on the victims, while also seeking
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to understand violent offenders. Students are given the tools to develop a critical analysis of how punishment is shaped by economic, political, and religious arrangements. Satisfies the Humanistic Perspective core requirement.

233 Japanese Religious Traditions This course surveys the development of religious traditions in Japan from prehistorical times to the modern period. It traces the interaction of indigenous folk practices, Shinto, Confucianism, Taoism, and Buddhism in the context of Japanese history. A major thematic focus of the course is the literary and political dimensions of these overlapping traditions. Satisfies Humanistic Perspective core requirement.

253 Religion and Society in the Ancient Near East The course focuses on the ancient Near East with special attention to the ancient civilizations in Egypt, Turkey, Syria, Mesopotamia, and Israel. Topics include (1) the influence of myth, totem, sacred space, and ritual on the political, social, and religious fabric of ancient societies; (2) the origin of the city and its role as a major political, social, and economic force; and (3) the impact that the Near East has had on Western civilization, especially in the areas of law, literature, and religious symbols. Satisfies the Historical Perspective core requirement. Offered every third year; not offered 2002-2003.

263 Religion in Contemporary Britain This course is designed for students who are interested in examining the phenomenon of religion in relation to the cultural context in which it is experienced and practiced. The course recognizes that students may come from different belief backgrounds, and adopts an open, disinterested approach. The main emphasis of the course is on the contemporary Britain. It consists of an introduction to the study of religion as a survey of some of the major world traditions. The religions are studied in the context of their history and development in Britain. Offered only as part of the ILACA London program.

271 Jewish Existence: History, Institutions and Literature Jews have created a series of social forms and institutions to make possible their continued existence during centuries of living in every part of the world. The course examines the existence of Jewish people from both interior and exterior perspectives, showing the development of Jewish history throughout world history and concentrating especially on the nineteenth and twentieth centuries. Sponsor: The Jewish Chautauqua Society. Not offered 2002-2003.

290 Mysticism and Esotericism The course provides a scholarly study of religious experience, focusing on the reports and claims of the contemplative virtuosi: the mystics. In addition to working with classic texts from a variety of cultures and traditions, the course includes modern philosophical and psychological attempts to identify and define phenomena associated with the mystic enterprise. Topics to be discussed include the problems of free-will, consciousness, self-identity, mysticism and morality, pluralism and monism, and the nature of spiritual discipline. Satisfies Humanistic Perspective core requirement. Offered every other year; not offered 2002-2003.

301 Consciousness and the Bourgeoisie "Know thyself" is a maxim central to the religious quest, but individuals who are intensely and urgently driven to know themselves often occupy the outskirts of ordinary society. Although these "outsiders" are a part of their culture and contribute to their culture, they no longer share the common values of their society. The course seeks to explore the role of outsiders (those who desire inner freedom and transformation) in the context of bourgeois society. The first half of the course draws on ancient materials (Epic of Gilgamesh, The Oresteia, and Plato's Republic) in discussing ideas of ontology, psychology, consciousness, and transformation. The second half of the course relies on novels and novellas by Ouspensky, Hesse,
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and Mann for a discussion of bourgeois attitudes toward the outsider and toward the outsider's struggle to become an individual who confronts the habitual, unconscious, and mechanical patterns of existence. Satisfies the Comparative Values core requirement.

302 Ethics of Responsibility and Difference This course provides an opportunity for students to examine the contours of an ethical framework of responsibility by exploring contemporary moral and religious narratives about the "other" from a multicultural perspective. Students learn to apply various ethical theories to particular issues and dilemmas, such as race-class-gender, violence, sexuality, and issues of "difference." Counts towards the minor in African American Studies. Satisfies the Comparative Values core requirement. Offered Fall 2002.

312 The Apocalyptic Imagination Apocalyptic visions of heaven, hell, judgment, cosmic battles, and a faithful, persecuted remnant have stimulated literary and religious imaginations for over 2000 years. The course explores the apocalyptic imagination within its historical and cultural context, acquaints students with the value systems and presuppositions embedded in an apocalyptic perspective, and discerns the social structure and symbol system of an apocalyptic world-view. Offered every three years; offered Spring 2003.

328 Religion, the State, and Nationalism in Japan This course examines relationships between religious traditions, the "state," and nationalism in Japanese history. Through careful study of primary and secondary sources, the course explores early symbiosis between religious rites and governance; the role of Shinto and Buddhism in legitimating systems of government centered on the emperor or warrior elites; religious components in modern Japanese imperialism; challenges to the separation of religion and the state in post-war Japan; civil religion; and cultural nationalism. Offered every other year; not offered 2002-2003.

329 Religion and Nature in East Asia This course examines "nature" in several East Asian religious traditions, focusing on the Tao Te Ching and broader Taoist thought; views of nature in Shinto and Japanese folk religion; Japanese literary works that convey Buddhist approaches to nature; the treatment of nature in landscape gardening, painting, and other artistic traditions influenced by Zen; the overall significance of nature in Japanese culture; the validity of claims about the Japanese "love of nature"; and possible contributions from East Asian religious traditions to systems of environmental ethics. Offered every other year; not offered 2002-2003.

330 Zen and Japanese Society This course explores the ideas, practices, and institutions of Zen Buddhism in historical context, with an emphasis on religious experience in Zen and connections between this religious tradition and the samurai, Confucianism, and modern nationalism Offered Spring 2003.

332 Buddhism A study of the origin and development of Buddhism. Special emphasis is given to the history of Buddhist thought, the evolution of the primary schools of Buddhism, and the question of cultural influence on Buddhist expansion. Sources for study are drawn from Indian, Tibetan, Chinese, and Japanese texts in translation. Offered every other year; not offered 2002-2003.

333 Asian Women and Religion This course explores the roles of Asian women in regard to issues of equivalence, status, and goals in Buddhism, Hinduism, Christianity, Islam, and indigenous Asian religions, such as Shinto and Bon. For each religion the course highlights some of the dominant roles and assesses if certain roles change through centuries. This exploration leads to an examination of the function of gender in religious traditional symbols, institutional roles, and
personal searches in a comparative light. A variety of sources, which include primary sources, scholarly articles, biographies, and newspaper reports are used for this exploration. Not offered 2002-2003.

334 Vedic Religion and Brahmanism This course examines the origin and development of religion in South Asian antiquity. Study focuses on the mythology and symbology of the Vedic textual corpus, the rise of ritual ideologies, and the meaning and influence of the yogic vision. In addition to Vedic texts, the course may include study of mythic epics (Mahabharata and Ramayana) and non-Vedic myths that appear in the Puranas. Students who have received credit for REL 331 cannot receive credit for REL 334. Offered every other year; not offered 2002-2003.

335 Classical Hinduism A study of the various systems of myth, ritual, symbol, and thought that have significantly contributed to the development of Hinduism after the Vedic period. The approach of the course is primarily textual, examining a wide range of scriptural sources from the Hindu traditions. REL 334 recommended prior to REL 335. Students who have received credit for REL 331 cannot receive credit for REL 335. Offered every other year; offered Spring 2003.

336 Tibetan Buddhism Tibetan Buddhism uniquely claims to have inherited the entire corpus of Buddhism which no other Buddhist group has. But, for some critics, Tibetan Buddhism is not considered to be Buddhist because of its incorporated beliefs from the indigenous Tibetan religion, Bon. This course examines the religious and philosophical theories of Tibetan Buddhism, its structures and its institutions, and its “incorporation” of Bonpo elements. Offered only as a part of the 2002-2003 Pacific Rim/Asia Study-Travel Program.

352 Archaeology Abroad: Field Methods and Approaches This course teaches the skills and proper vocabulary used in field archaeology through on-site excavation experience. Under the tutelage of trained field and area supervisors, students 1) learn the techniques of archaeology; 2) understand what can and cannot be known from excavations; 3) learn how a site fits into local, regional, and international economic, political, and cultural networks; and 4) discover what a site can tell about the culture and concerns of ancient societies (their religious values, their aesthetics, their world view). Students are introduced to every aspect of an excavation, from obtaining and recording data to establishing and testing hypotheses. Key elements also include the stratigraphic method, neutron activation analysis, pottery typology (and its implication for dating ancient occupation levels), and numismatics (coin analysis). Archaeology allows the interpreter the rare opportunity to peer beyond the world of literature into the everyday world of both ruler and governed. Offered only in Summer Session as part of the Study Abroad Archaeology Program.

354 Paul and the Pauline Tradition The course looks at the effect of the apostle Paul’s world on his thought (e.g. Stoic philosophy, Jewish wisdom, Pharisaism). It explores how Paul and the Pauline communities grapple with such human concerns as death, immortality, group behavior, authority (who is in charge and who decides?), the place of ritual, and the relationship between the group and the individual. The course introduces the theological, community, and ethical issues facing the Pauline churches and Paul. It also depicts the presuppositions operating in Paul, in the communities to whom Paul writes, and in later interpreters of Paul (Gnostics, Orthodox Christians, theologians in Western tradition, and current students). Offered every three years; not offered 2002-2003.

361 Heroes of Integrity Students study significant religious leaders of the twentieth century and identify the factors that resulted in their integrity and courage. Leaders from a variety of religious traditions and continents have been selected who responded to the key challenges of their time,
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such as the Great Depression, the Holocaust, the struggle for civil rights, ending apartheid, and national liberation. The course attends to the dynamics among religion and politics, and the role of religion in leadership formation. Figures include the Dalai Lama, Desmond Tutu, Dietrich Bonhoeffer, Abraham Heschel, Dorothy Day, and Martin Luther King, Jr. Offered Spring 2003.

363 Saints, Symbols and Sacraments: History of Christian Traditions This course surveys the major developments in Christian history from its origins up to the current day. In the first half of the course, the focus is on patterns of Christian thought including institutional changes and social context up to 1500 CE. Although this is largely a story of the clerical hierarchy in the Latin West, wherever possible the course emphasizes the role of lay persons, women, and Eastern Christianity. In the second half of the course, the focus is on the challenges to Christianity posed by modernity including the Protestant movement, the Enlightenment, the New World, and the liberation movement among women, minorities, and third world peoples. Readings are from both primary and secondary sources. Prerequisite: REL 102, or 200, or 201, or 204. Offered Spring 2003.

364 Issues in Bioethics An examination of western religious understandings of moral issues in health and wellness, death and dying, health care allocation, reproductive technologies, physician-assisted suicide issues, and issues in genetic engineering and biotechnology. In some years, this course pays particular attention to the moral/ethical issues raised by the Human Genome Project such as genetic determinism vs. human freedom; genetic discrimination, eugenics; behavioral vs. disease-related genetic predispositions, etc. Students learn the principles of bio-medical ethics, as well as various ethical approaches to bio-medical questions and apply these methods to case analyses. Prior work in religion, genetics, biology, ethics, or philosophy is helpful to the student. Offered Spring 2003.

365 Religion, Feminism, and Ethics An in-depth study of feminist theory, theology, and ethics, and the role such theories have played in western social and religious thought. Among the issues explored are justice, violence, the body, sexuality, knowledge, power. The course draws upon one or more of the following theoretical insights: liberationist, post-structuralist, standpoint, virtue, or marxist theories. Prior work in religion, women studies, comparative sociology, philosophy, or feminist political theory is helpful, as well as a facility with writing. Counts toward the minor in Women Studies. Offered Fall 2002.

369 Power, Gender, and Divinity: The Construction of Goddesses In this course, students compare goddesses as representatives of a culture's values toward power. By examining the roles of goddesses within the realm of political and religious powers from cross-cultural perspectives in diverse historical periods, students come to understand how a culture values religious and political powers; its attitudes toward power and sovereignty; and how issues of power, gender, and divinity are inter-related. These comparisons of power help us to reflect on our own constructions of religious and political power and our attitudes toward them. Satisfies the Comparative Value core requirement. Offered Fall 2002 only as part of the PRST Program.

370 Images of Evil in Twentieth-Century Fiction This course looks at the varieties of religious responses in twentieth-century world literature to the over-arching questions of evil in modern society including colonialism, alienating bureaucracy, nuclear war, racism, and sexism. The scope of the readings is international and includes Russia, England, Greece, the U.S., France, Japan, Native American, and African-American communities, as well as modern translations of the Hebrew Bible and the New Testament. Particular attention is directed to images of the devil. Satisfies the Comparative Values core requirement. Not offered 2002-2003.
Religion

450 Tradition and the Esoteric The seminar explores the ideas of "tradition" and "modernity" from the point of view of the so-called "Traditionalist" writers: Rene Guenon, Frithjof Schuon, and A.K. Coomaraswamy. Premised on the understanding that the great religious traditions contain an inner esoteric core, these writers contend that the "inner teachings" of these traditions illuminate the shortcomings and the special difficulties of our modern condition. This seminar focuses on the work of the poet T.S. Eliot as paradigmatic of the Traditionalist response to modernity. Prerequisites: at least two courses in Religion or permission of instructor. Offered every three years; not offered 2002-2003.

451 The Idea of the Soul This seminar examines the idea of the soul from a variety of historical and cultural perspectives. Study includes ancient, medieval, and modern models of the soul, a comparison of the prevailing Western ideas of the soul with Vedic and Buddhist conceptions, and a discussion of the academic discourse of the nineteenth and twentieth centuries on the "origin" and evolution of the idea of the soul. Of central importance to this investigation is an examination of the relationship between souls and bodies, including the problem of soul/body dualism and the emergence of the idea of the "disembodied" soul. Sources are drawn from a variety of disciplines including the history of religion, philosophy, anthropology, and psychology. Prerequisites: At least two courses in Religion or permission of the instructor. Offered every three years; offered Spring 2003.

453 Archaeology and the Bible This course explores in detail the results of archaeology with special attention to lands that influenced the biblical accounts. It examines the methods of current archaeological practice and relates artifacts found in excavations to the social and cultural climate that created them. It enables the student to develop a synthetic approach to the study of the world of the Bible by using archaeological and textual data. In particular, the role of religion as elucidated by archaeology and literature is delineated. Prerequisites: at least two courses in Religion or permission of instructor. Offered every three years; not offered 2002-2003.

454 Buddhist Social Ethics This course considers recent Buddhist formulations of social ethics. It explores the ways in which key thinkers and movements have drawn from and critically re-examined traditional sources—texts, philosophies, practices, and institutions—to set forth systems of ethics in response to social issues. The course includes a comparison with several systems of Christian social ethics. Prerequisites: at least two courses in Religion or permission of instructor. Offered every three years; not offered 2002-2003.

455 Virtue and Vice This seminar examines the concept of virtue and vice and the recent ascendency of virtue ethics. Using Alasdair MacIntyre's claim that "every ethic has a sociology," the class examines different conceptions of virtue in medieval, modern and revolutionary contexts. The class explores whether emotions should be part of the moral life, whether negative emotions such as vengeance can be virtues, the effect of unjust communities on the acquisition of virtue and vice, and whether individuals can eliminate their vices. Prerequisites: two courses in Religion or permission of instructor. Offered every three years; not offered 2002-2003.

456 Ethics and Postmodernity This advanced seminar for Religion majors takes up the question of what place (if any) religious and social ethics has in postmodern culture. In other words, what characterizes postmodernity and what has been its effects on the discipline of ethics? Are there any prospects for a common morality given the realities of post-structuralist deconstruction? How will one determine the appropriateness of an ethic for postmodern culture? Prerequisites: two courses in Religion or permission of instructor. Offered every three years; not offered 2002-2003.

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Women and Christianity  Does women’s religious experience differ from that of men? This course asks students to focus on a topic that has rocked the foundations of the Western world in recent years. It considers women’s thought and experience in the Christian tradition from its Mediterranean origins to present-day North America. Material covered includes selections from the Bible, lives of female saints, mystical writings, social activist literature and contemporary spirituality. The course proceeds chronologically, beginning with the Hebrew biblical tradition and ending with contemporary spirituality in the U.S. The student gains an understanding of the unique contributions made by women to Christianity and the particular challenges they have faced in relationship to men in leadership and authority. The course probes issues about power—spiritual, intellectual and institutional—that Christian women have experienced. Offered every three years; offered Fall 2002.

494 Special Topics  This seminar is organized around themes and topics that are of special interest to the study of religion. The seminar is offered on an occasional basis and the topic is determined in advance by the instructor. Prerequisites: at least two courses in Religion or permission of instructor. Not offered 2002-2003.

495/496 Independent Study

497 Internship  Students work in non-profit or for-profit institutions relevant to religion and society under the University Internship Program (see catalog description). Reflection on experience in the field is developed into written form and shared in a seminar setting. Prerequisites: two courses in Religion and approval of the Internship Coordinator (see description on page 216 of this Bulletin).
Science in Context Courses

SCIENCE IN CONTEXT

Coordinator: James Evans, Physics
Advisory Committee: Alva Butcher, Business and Public Administration; Barry Goldstein, Geology; Cathy Hale, Psychology; Peter Wimberger, Biology

Science is no t an isolated activity. Rather, it is inextricably linked to every other aspect of human experience. Science has important connections to literature, philosophy, religion, art, economics, and to social and political history. And, of course, scientific evidence and argument are part of continuing lively debates over such issues as social policy, development of natural resources, and allocation of health care. Science in Context courses are designed to explore the connections between the sciences and other parts of the human endeavor. Some Science in Context courses examine the influence of the broader culture on the development of science as well as the influence of science on culture. Other courses illustrate the interplay between science and other factors, such as economics and politics, in contemporary decision making. All Science in Context courses are cross-disciplinary in nature. Many are team-taught. Faculty from more than a dozen different disciplines within and without the sciences participate in Science in Context.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 11.

Important Note: Each student must complete both units of the Natural World core requirement before fulfilling the Science in Context core requirement.

305 The Idea of Archaeology This course examines how the "idea" of archaeology, notably cognitive archaeology, as a process, an activity, an icon, an outlook, has shaped and been shaped by historical, cultural, political, economic, and social forces. Cognitive archaeology, an archaeology of the mind, seeks two goals: 1) to discern how the ancient mind structured reality; and 2) to determine how contemporary issues shape that quest. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World Core requirement. Offered only in Summer Session as part of the Study Abroad Archaeology Program.

310 Health and Medicine Drawing from the biological, behavioral, and social sciences, as well as ethics and public policy, this course provides the opportunity to explore intrinsic and extrinsic factors that contribute to and detract from health and human performance. By applying concepts and critical thinking processes developed in this course to personal lifestyle and political decisions, students will be prepared to make more informed choices on emerging personal and policy issues related to health. The course emphasizes holistic approaches to understanding and preventing disease. Both allopathic and alternative interventions are explored. Major topics include defining health; therapeutic options including allopathic, complementary (e.g., homeopathy, Chinese medicine, etc.), and more experimental approaches (e.g., gene therapy); the central, somatic, and autonomic nervous systems; psychobiology; stress and stress management methods; approaches to prevention and treatment of conditions such as cancer and AIDS; issues in public policy and financing of mainstream and alternative healing approaches; ethical dilemmas such as informed consent, confidentiality, compliance, health care directives, allocation of resources, euthanasia; dying, grieving, and hospice. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World Core requirement. Offered Fall 2002.
312 Issues in Science and Religion: Biological Freedom and Human Responsibility. This course is designed to be an interdisciplinary investigation into some of the profound issues raised by newly-invigorated dialogue between science and religion. Students explore the intersection of between theology and rapidly developing biological sciences and consider the theological-ethical implications inherent in the uses of science for the issue of human responsibility. Students are exposed to the frontier thinking in biology and theology, including for example, those biological developments related to the Human Genome Project. The question of human freedom and responsibility enters the discussion at each level of investigation as the class considers how science and human freedom push some of our most deeply-held theological constructs. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World Core requirement. Not offered 2002-2003.

314 Cosmological Thought. Cosmology is the attempt to understand what the whole universe is, how the universe came into being, and what forms or structures organize it. Cosmology had its origins in myth, but soon incorporated elements of astronomy, physics, and philosophy. This course is a study of cosmological thought in its historical and cultural context, from the cosmologies of the ancient and medieval worlds to twentieth-century cosmology. Throughout, the course stresses not only the scientific content of the various cosmologies that have contended for primacy, but also their historical origins and their philosophical implications. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World core requirement. Offered Spring 2003.

318 The Science of Gender. This course explores biological, psychological, and cultural perspectives on the construction of gender. It primarily considers social and biological factors that have been proposed to influence sex differences, gender roles, gender identity, and sexual orientation. Students critically examine various biological and experiential factors that mediate the development of sex and gender differences, and they consider how sex differences, gender roles and sexual orientation might evolve through natural and sexual selection. Whenever possible, students discuss policy and ethical implications of scientific research on gender and sexuality. Prerequisites: completion of Natural World core requirement; BIOL 101 or 111 recommended. Satisfies the Science in Context core requirement. Not offered 2002-2003.

320 Science and Racial Prejudice. This course examines a) the role that scientific research on group differences plays in creating and maintaining racial stereotypes and prejudice, and b) scientific research that takes racial stereotypes and prejudice as the object of inquiry. As a foundation for studying prejudice from a scientific perspective, the course includes an overview of research methodology and statistical inference. The consideration of scientific study of group differences focuses on the eugenics movement and the debate among scientists over racial differences in intelligence. The course includes discussion of the historical, social, and political context of research in this area and study of the unfolding debate through examination of primary source texts. Included also is discussion of research on cognitive, emotional, and behavioral foundations of stereotyping and prejudice. This part of the course focuses primarily on basic research in experimental social psychology, particularly research on social cognition. Throughout, the course considers the practical implications of scientific research, sources of bias among scientific investigators, and the nature of communication about science. Included also is discussion of research on changing stereotypes and reducing prejudice. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World core requirement. Offered Fall 2002.
322 Water Policy This course examines the physical, chemical, and geologic processes that determine the distribution, movement, and nature of freshwater resources (rivers, lakes, wetlands, and groundwater). It also examines the many ways that fresh water resources are affected by human activities worldwide, and the varying societal costs and benefits of these interactions. Particular attention is paid to the history and nature of water policy and water law in the United States. Lab and field exercises introduce the fundamentals of calculating water budgets; an extensive field trip schedule to water facilities throughout Washington State illustrates some of the ways that water resources are utilized. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World core requirement. Offered Fall 2002.

325 Science and Policy This course examines the role of science in policy-making. Good, basic scientific information can often play a vital role in making decisions regarding such things as resource development and use, environmental protection, and public safety. Citizens generally have access to the same information as policy-makers and should be able to evaluate not only the basic information, but the policy being made in light of available information: are those who make policy utilizing such information in effective ways? Each section of this course looks at the scientific data relating to potential policy-related problems or questions and how such knowledge is viewed in light of political, economic, public perception, and other contextual concerns. Individual sections of this course focus on the following issues:

325A Geological and Environmental Catastrophes (offered Spring 2003)
325C Natural Science and Economics of Earth Resources (offered Fall 2002 and Spring 2003)

All sections have as their centerpiece a substantial group project requiring students to gather information from printed sources, the Internet, and, in most cases, personal contacts with people who are involved in current research on the topics of interest. Results of these projects are presented orally and in written form. Satisfies the Science in Context core requirement. Prerequisite: completion of the Natural World core requirement.

328 Biology at the Bar: Science in Legal Contexts This course is designed to stimulate students' curiosity about the content and development of scientific knowledge in legal and political contexts. The scientific knowledge surveyed includes relationships among Mendelian genetics, modern transmission genetics, earlier and later scientific interpretations of evolutionary theory, and current molecular biology. Legal and political contexts include criminal, civil, and constitutional litigation and deliberative and policy debates. Satisfies the Science in Context core requirement. Prerequisites: completion of Natural World core requirement. BIOL 101, 102, or 111 strongly recommended. Next offered 2001-2002. Offered Fall 2002.

330 The Idea of Evolution This course examines the scientific, social, and intellectual impact of evolutionary theory from the beginning of the nineteenth century down to the present. The class studies the work of Charles Darwin, his predecessors and successors, and discusses the scientific, political, social, ethical, religious and even the artistic and literary impact of evolutionary theory on modern life and thought. The course considers such movements as sociobiology and eugenics. It also examines in detail the fossil evidence for the evolution of life on Earth and discusses the
Science in Context Courses

logical and empirical character of evolutionary theory. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World core requirement, to include a course in Biology or a course in Geology. Offered Fall 2002.

335 Thinking About Biodiversity The preservation of biodiversity—of the variety of living organisms here on earth—has recently become a major focus of scientific and environmental concern and policy. This course draws on perspectives from history, ethics, environmental studies, and conservation biology to explore the ways in which ideas and values have shaped scientific approaches to biodiversity and to the current biodiversity crisis. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World core requirement. Offered Fall 2002.

340 Finding Order in Nature Our knowledge of nature is just that: “our knowledge.” What we call “science” has been created by humans in historical time. It certainly reflects the natural world, and is limited by what there is in the world to be seen. But science also reflects human preoccupations, and is shaped powerfully by what we want to see and want to know. This leads us to an interesting question: what and how much of science is “out there” and what and how much is “made up”? That is the subject of this course. The course looks at the “out there” and the “made up” in physics, biology, chemistry, and in that branch of mathematical science called “chaos theory.” Prerequisite: completion of the Natural World core requirement. Satisfies the Science in Context core requirement. Offered Fall 2002 only.

345 Physics in the Modern World: Copenhagen to Manhattan This course examines the mutual interactions between physics and other forms of culture in the modern world, centering on the development of relativity and quantum theory. These great ideas of modern physics are examined critically in light of the effects they have produced in the world at large, with particular attention to the building of the atomic bomb. A number of scientific, cultural, political, and philosophical themes leading up to the conception and building of the atomic bomb are considered. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World core requirement. Offered Fall 2002 and Spring 2003.

350 Cognitive Science: An Interdisciplinary Approach This course introduces students to the current state of cognitive science by examining recent advances in artificial intelligence, cognitive psychology, and the philosophy of mind and language. Issues to be addressed include the nature of mental representation, natural language processing, vision and perception, cognitive development, and problem solving. Satisfies the Science in Context core requirement. Prerequisite: completion of the Natural World core requirement and the Mathematical Reasoning requirement. Offered Fall 2002.

352 Memory in a Social Context This class provides an intensive introduction to the scientific study of memory, and then examines the application of this science to four important social contexts. These include the social implications of age-related changes in memory, the role of memory in between-individual and between-group relations, the role of memory in the courtroom, and the role of memory in advertising and marketing. Prerequisite: completion of Natural World core requirement. No offered 2002-2003.

360 The Origins of Life The search for the Origins of Life on Earth employs approaches and data from Physics, Chemistry, Biology, and Geology. The course aims to develop an understanding of this absorbing problem and its possible solutions, but also of the interactions of different disciplines trying to explore the world of self-organization and emergent complexity. This search, under the name Astrobiology, now also shapes and drives the search for life on Mars, Europa, and

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Special Interdisciplinary Major

The purpose of the Special Interdisciplinary Major (SIM) is to permit exceptional students to complete their degree at Puget Sound through a course of study designed in concert by a faculty committee and the student that draws upon the curricula of two or more departments, schools, or programs. The Special Interdisciplinary Major may be in a recognized interdisciplinary field or in an emergent field. The Special Interdisciplinary Major plan of study must present a coherent program in the liberal arts and include sufficient methodological grounding in the relevant disciplines, as well as sufficient upper division coursework, to provide the student with knowledge and analytic tools sophisticated enough to permit interdisciplinary synthesis, as demonstrated in the senior thesis or project.

The pursuit of a Special Interdisciplinary Major is regarded as preferable for some students to the completion of a double major. Its purpose is not to dilute an existing major.

The Special Interdisciplinary Major is supervised by a principal advisor from a relevant department with a Special Interdisciplinary Major committee of two or more other faculty, one of whom must be from another department. All three faculty committee members supervise implementation, approve changes when necessary, and certify completion.

Steps in the Development of a Special Interdisciplinary Major

Students interested in pursuing the Special Interdisciplinary Major must do the following:

1. Create a SIM advisory committee composed of three faculty members from departments appropriate to the topic, including one as the principal faculty advisor.
2. With the SIM advisory committee, develop a SIM application (application forms are available online in the Registrar's, Associate Deans, and Academic Advising offices).
3. Submit the proposal to the Curriculum Committee no later than first term, junior year. Proposals submitted to the Curriculum Committee by October 1 or February 15 will be acted upon before registration for the following term.
4. Complete the program plan approved by the Curriculum Committee. Modifications to the approved SIM program require approval by the SIM Advisory Committee. The Curriculum Committee will be notified of any modifications to the approved SIM program.

Prerequisites

A student must have completed twelve (12) units at Puget Sound before applying for the SIM earning a cumulative GPA of at least 3.2 and have completed at least four (4) units of coursework relevant to the SIM before submitting a proposal.
Science in Context Courses

Requirements for the Special Interdisciplinary Major

1. A minimum of 12 courses, of which 10 must be at the 200 level or above and of which 6 must be at the 300 level or above. Nine of the 12 required courses must be completed at the Tacoma campus.

2. No more than 2 Independent Study units may be applied to the SIM. If 2 Independent Studies are proposed, one must focus on the integration of the fields within the SIM.

3. A Senior Project (SIM 490). Public presentation is required in the second semester, senior year.

4. A minimum GPA of 2.0 or higher in each course applied to the SIM.

Application

1. The student and faculty committee prepare a proposal for a degree plan that includes the title of the degree and a list of courses with departmental signoff when the course will be offered; educational objectives of the degree and a discussion of how the proposed major will meet the objectives; an explanation of how particular courses in the proposed degree program will address the requirement of a thorough grounding in methodology in the contributing disciplines, of breadth within the major, and of depth within the major; an explanation of how existing majors and programs are not adequate to meet the educational objectives of the proposed SIM; an explanation of how the proposed major will serve the student's broader academic and career goals; a statement of how the proposed major compares to established majors in the same field at other institutions; and a recommendation of whether the degree awarded should be a BA or a BS.

2. The application will include a letter from each faculty member on the proposed SIM advisory committee evaluating the merits of the proposal and specifically addressing how particular courses in the proposed degree program will address the requirement of a thorough grounding in methodology in the contributing disciplines, of breadth within the major, and of depth within the major. These letters also address faculty preparation to support the proposed degree program.

3. The principal advisor forwards the completed package (proposal, letters, student transcript) to the Curriculum Committee for approval.

Only complete applications are considered.

490 Senior Project Students completing a Special Interdisciplinary Major must complete a senior project that integrates work in the major. The project can take the form of a thesis, creative project, or artistic performance. A prospectus for the project must be submitted to and approved by the student's SIM faculty committee in the semester prior to registering for the course. Completion of this course will include a public presentation of the project in the final semester of the senior year. Prerequisite: permission of SIM committee.
About the Program

The University of Puget Sound recognizes the importance of intercultural understanding in liberal education and offers study programs in many international locations. In accordance with the mission of the University to encourage an appreciation of commonality and difference, the Study Abroad Program aims for students: 1) to acquire knowledge about a particular culture and language, gained through an extended period of living and learning in the host culture and 2) to develop the ability to use this acquired knowledge to move back and forth between cultures in mutually respectful interchanges, resulting in an informed appreciation and deeper understanding of oneself and others.

Exchanges

Australia

Brisbane  Located in Queensland’s burgeoning Brisbane-Gold Coast corridor, Griffith University is one of Australia’s leading government-funded universities, dedicated to excellence in teaching and research. One or more students will be exchanged each semester from each institution. Puget Sound students may choose from the full range of courses offered at three of Griffith’s six campuses. The Nathan and Mt. Gravatt campuses are located just outside the City of Brisbane, and are adjacent to the Ttchy Forest reserve. The campus at Gold Coast, a city located about 50 miles southeast of Brisbane, is considered one of the most multicultural cities in the world.

Germany

Passau  Passau is a picturesque city of 52,000 inhabitants located near the Austrian border at the junction of the Danube and the Inn rivers. Founded in 1973 and officially opened in 1978, Passau is one of the newest and smallest universities in Germany. It offers degrees in, among other disciplines, English and American studies, Germanics, History, Geography, Mathematics and Computer Science, Theology, Art History, Pedagogy, Philosophy, Political Science, Sociology, Asian Studies, and Economics. It is particularly well-known for its innovative Language Center, where students of law and business receive foreign language training in their disciplines.

One student will be exchanged annually from each institution for the duration of the academic year.

The Netherlands

Maastricht  The Universiteit Maastricht is a well-respected university that occupies a unique position among Dutch universities, primarily because of its student-centered problem-based learning educational method and its international exposure. Recent rankings of business and economics departments rate the Maastricht Faculty of Economics and Business Administration as one of the best places to study Business Administration and Economics in the Netherlands. The City of Maastricht is a beautiful old town in the southernmost part of the Netherlands that has preserved its hospitable international character throughout the centuries. Maastricht’s location in the center of Europe makes it attractive to students and faculty from all over the world, which enables students to live and study in a truly multicultural environment.

Up to 5 semester students per year will be exchanged from each institution. The exchange has been established to enable students majoring in Business or Economics to study, in English, se-
Study Abroad

Selected courses at the Faculty of Economics and Business Administration at Universiteit Maastricht. They will be expected to follow course requirements in the same way as Maastricht students.

Scotland

Aberdeen Founded in 1495, the University of Aberdeen is one of the oldest universities in Europe. The university has a long tradition of scholarship in a relaxed and friendly atmosphere, combined with excellent modern facilities for both teaching and research. Aberdeen is a beautiful city in which to live, with superb parks and open spaces, and an excellent center from which to explore Scotland's beauty.

One or more students will be exchanged annually from each institution with Aberdeen students coming for a full academic year and Puget Sound students having the option of a semester or full-year exchange.

Wales

Aberystwyth Aberystwyth is one of the leading academic centers in Wales, housing not only the University but also the National Library of Wales, the Welsh Agricultural College, the Institute of Grassland and Environmental Research, The United Theological College, The College of Welsh Independents, and Coleg Ceredigion. The University has established strong research and teaching links with each of these institutions and others such as the British Geological Survey, the Royal Commission for Ancient Monuments Wales and the Aberystwyth Science Park, which are also located in Aberystwyth.

The number of students to be exchanged in any given year will normally be two; one from the University of Puget Sound and one from the University of Wales, Aberystwyth. Computer Science students will be given priority. However, the exchange is also open to students from other disciplines.

Semester Programs

Chile

The Chile program is administered through CIEE (Council on International Educational Exchange). The Universidad de Chile and the Pontificia Universidad Catolica de Chile both host the program in Santiago. All courses are taught in Spanish. Following the two-week required language and culture course, students enroll in regular university courses for which they meet the prerequisites at these universities. The program includes field trips and excursions to places of historical and cultural importance in Santiago and other parts of Chile. Students live in private Chilean homes.

England

Lancaster Lancaster is one of the "new" universities, chartered in 1964, and is located on the southern perimeter of the city of Lancaster, just six miles from the coastal town of Morecambe. Lancaster is both a teaching and a research university, known in the UK and abroad for excellence in teaching and a flexible, innovative curriculum, including business, women's studies, creative writing, pre-med and sciences. Science and pre-med students are particularly encouraged to study at Lancaster. The MCAT core requirements and the MCAT itself can be taken at Lancaster. Students may study for one semester or for the full year at Lancaster.

London The University of Puget Sound participates in this program with four other members of the Independent Liberal Arts Colleges Abroad consortium (ILACA): Gonzaga University, Pacific Lutheran University, University of Portland, and Willamette University. Classes are held in the
Study Abroad

lovely Bloomsbury area of central London near the British Museum. The typical curriculum includes art, theatre, social institutions, music, literature, and history. A director is selected from one of the ILACA member institutions and teaches one course. Supplementary faculty members are hired from resident faculty. Students live with British families in residential neighborhoods of Greater London.

Prerequisites for London
All students preparing to go on the London program will be required to have completed two prerequisite units from the following: ART 275, 276, 277, ENGL 221, 222, 223, 255, 350, 351, HIST 102a, 102b, 230, 231, 302, 303, 304, 306, 309, 310, 332, HON 206, 210, 211, 214 HUM 201, IPE 201, MUS 100, 230, 231, PG 102, 103, 104. Other appropriate courses will be evaluated on a case-by-case basis.

France
Dijon  The Dijon Program offers an exciting opportunity to pursue a full semester of academic work in France. Located in the heart of the Burgundy region, this province is rich in political, religious, and artistic history. All classes are taught in French and are staffed by University of Burgundy faculty. There are three levels of language study available; placement exams on arrival will determine a student's level. Students live and take two daily meals with a French family. A meal ticket is issued for the third meal, which may be taken at a place of the student's choice. A French coordinator serves as resident director and coordinates the students' study program, housing, field trips, and cultural events.

To participate, students must have successfully completed two years of college-level French, or equivalent, and pass a screening process by the Study Abroad Selection Committee. The selection process takes place in the early fall for the upcoming spring.

Spain
Granada  This spring semester study abroad program in Spain is part of the Independent Liberal Arts Colleges Abroad consortium (ILACA). Classes are taught in Spanish by resident faculty to provide as near a Spanish university experience as possible. A director is selected from one of the ILACA member institutions and teaches one course. Students live with homestay families.

Year Programs

England
Durham  The University of Durham, founded in 1832, is the third oldest university in England. The University of Durham is modeled after the Oxbridge tradition, which encourages greater personal contact between faculty and students. Durham is an historic city which has produced notable scholars and leaders in business, sports and the arts. The beautiful Lake District and magnificent Northumbrian coast are easily accessed from Durham. Students will take courses on the university's main campus in the city of Durham.

Germany
Munich  The Year of Study in Munich program is administered by Lewis and Clark College in cooperation with Reed College and Willamette University. The program is affiliated with the University of Munich.

Founded in 1472, the University of Munich is considered one of the finest schools in Germany. Its Department of German is the largest in the world. Because Munich is a center of art,
learning, and culture, the city offers vast opportunity for the American student.

Although the Year of Study in Munich is particularly attractive to German majors, the program is also open to students in other fields, provided they fulfill the language requirement.

Institute for the International Education of Students (IES)
Puget Sound is an affiliate of this consortium of approximately 100 US colleges and universities. Semester and year-long programs are offered in various cities throughout the world. Students may study in La Plata, Argentina; Adelaide, or Melbourne, Australia; Vienna, Austria; Beijing, China; Paris or Nantes, France; Berlin or Freiburg, Germany; Milan, Italy; Nagoya, or Tokyo, Japan; Madrid or Salamanca, Spain. Students may also do summer study in Dublin, Ireland. Madrid, Spain, and London, England (Internship program only).

Japan
Tokyo (Waseda) The Japan Study Program is available to students at the University of Puget Sound through an agreement with Earlham College, which houses the administrative office of the program. The program involves eleven months of study/travel, beginning in August and continuing through the end of June.

The central activity of the program is course work in the International Division, Waseda University, Tokyo, in Japanese history, culture, and language. Any Puget Sound student accepted for the program will register at Earlham College, which later will provide an official transcript. Students live with homestay families.

Pacific Rim/Asia
Pacific Rim is a 9-month academic year of study-travel offered every three years. During the year of study-travel, the students will earn 8 academic units on location in Asia, with courses in such countries as the Republic of Korea, Japan, the People's Republic of China, Thailand, and India. The program is open to students of various academic interests and majors, though appropriate academic preparation in Asian Studies is required. A University of Puget Sound faculty member in Asian Studies/Pacific Rim will direct students' academic preparation and the year of study abroad.

Note: Selection for this program takes place in the Fall semester TWO years prior to departure of the program, since there are prerequisite courses and a year-long mandatory orientation. Applicants must be full-time students at the University of Puget Sound at time of application.

Scotland
Edinburgh The University of Edinburgh, founded in 1583, is located on the hills overlooking the River Forth. The University offers excellence in teaching and research over an exceptionally wide range of subjects. Edinburgh, the capital of Scotland, is a major international city and center of culture and learning, hosting the largest arts festival in the world during the summer. Students may study for the full year or for the spring semester. NOTE: The spring semester option is NOT open to science students.

Shorter Term Programs
Archaeology Abroad Field School
This program is offered in the summer and is directed by Professor Edwards from the Religion Department. Two courses are offered in the program: REL 352, Archaeology Abroad: Field Methods and Approaches, and SCXT 305, The Idea of Archaeology. See the Religion section and
Women Studies Program

the Science in Context section of this Bulletin for course details. Application is made through the Office of International Programs.

Taiwan Summer Program
The Tunghai, Taiwan Program offers intensive language training in a native-speaking environment for students who wish to continue their study of Mandarin Chinese during the summer. The program is operated jointly by the University of Massachusetts and Tunghai University in Taiwan. Tunghai University is truly a self-contained residential community with the majority of students, faculty, and staff living on campus, complete with an elementary school, junior high school, and several stores. Puget Sound students interested in attending this program must complete the study abroad application process within the prescribed deadlines and undergo a screening process by the university Study Abroad Selection Committee. A final list of selected students will be forwarded to UMass for administrative processing.

Other Programs
The University of Puget Sound also has catalogs on many other approved programs through other institutions. Visit the Study Abroad Library in the Office of International Programs and the International Programs web page (www.ups.edu/intlprogs/home.htm) for more information on programs, procedures and university deadlines for studying abroad.

WOMEN STUDIES PROGRAM

Coordinator: Christine Kline, Education
Advisory Committee: Michele Birnbaum, English (on leave 2002-2003); Nancy Bristow, History; Mirelle Cohen, Comparative Sociology; Alyce DeMarais, Biology (on leave Fall 2002); Robin Foster, Psychology; Kristi Hendrickson, Physics; Suzanne Holland, Religion (on leave Spring 2003); Priti Joshi, English (on leave 2002-2003); Ili Nagy, Art (on leave 2002-2003); Karen Porter, Comparative Sociology; Ann Putnam, English; Jacalyn Royce, Communication and Theatre Arts; Amy Ryken, Education

About the Program
The Women Studies Program approaches liberal arts learning from an interdisciplinary perspective and addresses gender, sexuality, and culture as inseparable from variables such as race, ethnicity, class, regional identity, age, and religion. Women Studies students complement their work in a major with women studies courses, enabling them to analyze critically assumptions, belief systems, and personal experiences and to clarify values and future choices. The five-course sequence for minors begins with an introductory course in which students explore the importance of gender in the organization of social life and in the construction of personal identity. Three elective courses follow, which expand students' knowledge of women in specialized courses. Students integrate their studies in the capstone course, the Feminist Research Seminar, through the definition and implementation of their individual research projects and through discussion of interdisciplinary issues, ideas, and theories in the history and culture of women.

Requirements for the minor:
Completion of a minimum of five units, at least three of which must be completed at Puget
Women Studies Program

Sound, to include CSOC 212, WMST 494, and three other courses in the program, no more than two of which may be taken in one department. Only one course taken for the major may be used to satisfy the requirements for the Women Studies minor.

Course Offerings with credit for Women Studies

COMM 422, Advanced Media Studies (Not offered 2002-2003)
COMM 440, Gender and Communication (Not offered 2002-2003)
COMM 471, Staging Gender (Offered Spring 2003)
CSOC 212, Women, Men, and Society (Offered Fall 2002)
CSOC 318, Women and Global Inequality (Offered Spring 2003)
ECON 252, Gender and The Economy (Offered Spring 2003)
ENGL 235, Literature by Women (Offered Fall 2002)
ENGL 360, Major Authors (Offered Fall 2002)
ENGL 391, Studies in Lesbian and Gay Literature (Offered Spring 2003)
ENGL 405, Writing and Gender (Offered Spring 2003)
ENGL 478, Jane Eyre and Revision (Not offered 2002-2003)
ENGL 485, Literature and Gender (Offered Spring 2003)
HIST 355, African-American Women in American History (Offered Fall 2002)
HIST 375, Women and Social Change in the U.S. Since 1880 (Not offered 2002-2003)
PHIL 390, Feminism and Philosophy (Not offered 2002-2003)
PG 319, Women in American Politics (Offered Fall 2002)
PSYC 473, Gender Development (Not offered 2002-2003)
PSYC 370 Special Topics: Diverse Family Systems (Offered Fall 2002)
REL 333, Asian Women and Religion (Not offered 2002-2003)
REL 368, Religion, Feminism, and Ethics (Offered Fall 2002)
REL 457, Women and Christianity (Offered Fall 2002)
SCXT 318, Science and Gender (Not offered 2002-2003)
Other courses may be added to this list on a semester by semester basis.

Program Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

494 Feminist Research Seminar In this course students examine the differences between traditional scholarship and a feminist approach to knowing. Participants engage in an independent research project of their choosing, sharing process and findings with other members throughout the semester. Prerequisites: CSOC 212, and at least one other course in the program. Offered Spring 2003.

495/496 Independent Study

497 Internship Placement in a community or government agency dealing with social problems of particular relevance to women, such as the Sexual Assault Crisis Center, the YWCA Women's Support Shelter, and the Office of Women's Rights. Students develop an analysis of the agency's work and make a public presentation at the end of the semester. Taken during the senior year.
Academic Support Programs

ACADEMIC SUPPORT PROGRAMS

Academic and Career Advising

Director: Jack Roundy

Program Mission
The Office of Academic and Career Advising will provide effective guidance and a rich body of resources for students and recent alumni as they make their academic and career choices. The Office offers support to students at each stage of the decision-making process and draws on their gifts for critical analysis, sound judgment, and apt expression in assisting them to pursue creative and useful lives.

Freshman Advising Program
The Freshman Advising Program provides guidance from the moment a student enters the University. Specially assigned faculty advisors offer freshmen not only direction in the choice of classes, but also insight into the nature and importance of a university education. Faculty advisors help to plan incoming students' academic programs on the basis of their backgrounds, abilities, interests, and goals.

Each freshman participates in the selection of his or her advisor. Beginning in April, prospective freshmen indicate their preferences to the advising director, who then assigns them to advisors. In most cases, a freshman's advisor will also be one of his or her instructors, ensuring the student's opportunity to seek help at any time. This classroom contact also cultivates the advising/counseling relationship between students and faculty; students, comfortable with an advisor they have come to know as teacher and friend, find it easy to discuss not only which classes to take next term but also which academic programs and career paths to consider. In some cases, freshmen will choose a faculty mentor as their freshman advisor; mentors are assigned on the basis of academic specialty rather than classroom instruction. All freshmen are assigned peer advisors, upper-division students who can help them get to know and thrive in Puget Sound's academic programs.

Freshmen meet with their advisors during fall orientation to plan their fall schedules. Students may work with their freshman advisors through the sophomore year or until declaring a major; majors must be declared by the end of the sophomore year. When students select a major, they are required to choose an advisor in their discipline of choice (or to request that a new advisor be assigned for them), though they may maintain their advising relationship with their freshman advisor. A student may have more than one advisor, as in the case of double majors, for example, but only the student's advisor of record may approve registration for classes.

Transfer Student Advising Program

Coordinator: Carol Lentz

Transfer students are assigned to faculty advisors according to their expressed academic interests. Advisors help transfer students assess their standing toward the degree in their chosen field of study, and work with them in long-range academic and career planning.

Upperclass Advising Program and Academic Decision-Making

Faculty advisor assistance in academic and career planning continues for students throughout their academic careers and includes regular meetings to discuss academic programs, course scheduling, and the relationship of academic programs to career and/or further educational goals. Academic
and Career Advising also offers resources and counseling to assist students in choosing an appropriate academic major. When students select a major, they should choose a new advisor in their discipline of choice. Though students may choose to have more than one academic advisor, only students' advisors of record may approve registration for classes.

**Triad Program for Students with Special Academic Needs**

**Coordinator: Carol Lentz**

The Triad Program provides enriched advising support for students in the freshman advising program, in conjunction with the Center for Writing and Learning. In addition, Triad maintains an "early alert" network for students with academic and personal concerns and offers support for students in academic difficulty.

**Career Services**

**Assistant Director: Ron Albertson**

It is the University's philosophy that academic and career planning are interrelated and continuous processes, and for that reason students should consider career options as they make their academic plans. "Career," in the University's lexicon, means the full range of a student's life work, including those turns in career path for which a liberal education is such good preparation. Academic and Career Advising helps students to develop educational and career plans to embrace the full range of their vocational and avocational goals.

Specifically, the Office of Academic and Career Advising assists students to clarify their values, identify their skills, assess their interests, and find and secure appropriate positions in the employment community. Students may make use of a selection of interest inventories to assist them in their self-assessment process (e.g. Strong Interest Inventory, Myers-Briggs Type Indicator). Also available are workshops and individual counseling on job search techniques, resumE writing, interviewing skills, internships, and graduate school selection; an extensive career and graduate school resource library; on-campus interviews; Alumni Sharing Knowledge Network (consulting and referral service); listings of available full-time employment opportunities, and a wide and sophisticated range of online tools. Students may maintain a placement file with the office. Students and prospective students are encouraged to check out the full range of services by visiting the ACA website: [http://www.ups.edu/aca/home.htm](http://www.ups.edu/aca/home.htm). Services are available throughout students' university life, as well as after they have graduated.

**Graduate School Preparation**

Approximately one-fourth of Puget Sound students go on to graduate or professional school immediately after graduation, and more than half enroll in graduate programs within five years of graduation. Recognizing this, both faculty advisors and the Office of Academic and Career Advising offer support and counsel for students planning further education. Academic and Career Advising maintains an excellent resource library on post-baccalaureate study. Also, the Graduate Fellowships Office (co-located with Academic and Career Advising in Howarth Hall) assists students in filling out applications, securing letters of recommendation, and establishing candidacy for graduate fellowships.
Internship and Cooperative Education Program

Coordinator: Ron Albertson

The University believes that its students, as part of their regular academic preparation, should be free to experience first-hand the functional operation of a public or private organization related to their academic major. The office of Academic and Career Advising, in partnership with other colleges throughout the nation, has developed online access to thousands of opportunities in the Puget Sound region, across the country and around the world. There are a wide variety of resources and services developed by staff to help students secure meaningful work experiences. It is possible to link some experiences to the curriculum for academic credit through either the internship or cooperative education programs, provided those arrangements are made prior to enrollment. In the internship program, students from any major may earn one unit of academic credit (497/498) by: 1) working 120 hours (or 8 hours per week) in their placement, and 2) attending a weekly seminar whose content includes analysis of the relation of liberal study to the world of work, personal and career development issues, and discussion of the internship placement experience. The program is open to both juniors and seniors carrying a 2.5 GPA, who must first be recommended by an advisor with whom they have developed learning objectives. In some cases, internship credit will count toward major requirements, provided it is approved in advance by the department. Students should meet with the Internship Coordinator to begin their search for an internship placement during the semester prior to enrollment in 497/498.

In the cooperative education program, students from any major may alternate semesters of on-campus study with academically-related, off-campus work experience or may undertake such work while enrolled for classes (a parallel placement). The program is tailored for sophomores, juniors, and seniors who seek paid work experience and a head start on their career objectives while still in school. One-quarter to one-half unit of academic credit is given for each placement based on the student's job performance and on written analysis of the work experience. In special placements that include academic seminars pre-approved by the department, 1.0 unit of credit is allowed. Cooperative Education courses must be taken pass/fail.

Health Professions Advising Committee

Chair: Barry Anton

The Health Professions Advising Committee provides special career counseling, practice interviews, letters of evaluation, and assistance in the application process for students who aspire to careers in the fields of medicine, veterinary medicine, dentistry, medical technology, optometry, podiatry, pharmacy, and related fields. Students interested in Occupational Therapy or Physical Therapy should contact the School of Occupational and Physical Therapy at Puget Sound. Students interested in careers in the health professions may major in any subject, but must meet minimum requirements in the sciences, mathematics, and other courses specified by the professional schools. In addition, national standardized admission examinations are required of applicants to most professional programs. Students intending to apply to medical school must complete the following eight courses before taking the Medical College Admission Test (MCAT): BIOL 111, and one additional Biology course (212 recommended); CHEM 110, 230, 250, 251; PHYS 111 or 121, 112 or 122. Biochemistry, Genetics, and Molecular Biology courses are increasingly recommended by medical schools.

Students are encouraged to make early contact with the Chair of Health Professions in Howarth Hall 013i, or with Linda Critchlow, Program Assistant for Health Professions. She, along with a resource center, which includes professional school catalogues, entrance requirements,
Academic Support Programs

and other information, is located in Academic and Career Advising Services, in Howarth Hall. Students can also access information through the Health Professions Advising Committee Website at www.ups.edu/community/hpa.

Pre-Law Advising

As the Law School Admission Council and American Bar Association state in their Official Guide, "the ABA does not recommend any particular group of undergraduate majors or courses" for pre-law students. Instead, "taking difficult courses from demanding instructors is the best generic preparation for legal education." The LSAC and ABA recommend a curriculum that teaches "analytical and problem-solving skills, critical reading abilities, writing skills, oral communication and listening abilities, [and] general research skills." Accordingly, Puget Sound offers no undergraduate pre-law major, encouraging students interested in the law to follow the academic program that most interests them and to seize every curricular opportunity to take courses that will promote their critical thinking, reading, and writing skills.

In their early years at Puget Sound, students interested in the law should concentrate on taking challenging courses in the disciplines that intrigue them. When they reach their junior year, they should begin in earnest to research and prepare applications to law school, as well as to take the Law School Admission Test. Faculty pre-law advisors are available to help them with these tasks.

Resource materials for pre-law students are available in the Office of Academic and Career Advising, Howarth 101. These resources include the Official Guide to ABA-Approved Law Schools, books covering the law school admission process, LSAT booklets, and LSAT preparation guides.

External Graduate and Undergraduate Fellowships

Advisor: Michael Curley

Students have many opportunities to earn external scholarships, fellowships, or other special support for postgraduate travel, research, and study: and some external awards support upper division undergraduate study. A Fellowships Coordinator and a Fellowships Advisor work with the faculty to assist students in applying for external scholarships and awards, including the Rhodes, Marshall, Gates Cambridge, Mitchell, Mellon, and Truman Scholarships; the Hughes Medical Institute Fellowships; the Goldwater and Watson Fellowships; the Rotary Awards; and other awards such as the Jack Kent Cooke undergraduate awards. Success in achieving external scholarships and fellowships demands early and strategic planning. Students are encouraged even as first- and second-year students to begin working with advisors and the Fellowships Office to learn about available opportunities.

The Center for Writing and Learning

Director: Julie Neff-Lippman

The Center for Writing and Learning is a place where students come to enhance their Puget Sound education. The Center helps students at all levels develop their academic potential.

Because people have different learning styles, the Center offers a wide range of programs. Students may take classes to improve their vocabulary, their reading speed, and comprehension. They may meet with a professional staff member to receive help with study strategies or with a peer tutor to receive help in specialized content areas. They may also take advantage of workshops on various topics or join a peer led study group.

The Center also helps students from all academic disciplines develop their ability to use writ-
Academic Support Programs

As a tool for thinking and learning. With the assistance of faculty or specially trained peer writing advisors, students learn how to overcome writer's block, approach an assignment, and assess the audience and purpose of a paper. Working on a one-to-one basis with a writing advisor, students also receive help with organizing their ideas, writing a strong thesis statement, and reviewing their written work to make it clear, direct, and persuasive.

Prospective graduate students can use the Center's resources to prepare for entrance exams or to receive thoughtful advice on scholarship and graduate school applications.

In addition, the Center administers freshman placement testing and works closely with advisors, faculty, and students in interpreting test scores and suggesting appropriate courses.

The Center advises faculty members on ways of using writing in their courses and helps students with articles, poems, and stories intended for publication. For appointments, students may come to Howarth 109 or call 879-3395.

Services for Persons with Disabilities

The University of Puget Sound is committed to providing program access and appropriate support services to individuals with disabilities. For details regarding eligibility, contact the Coordinator of Disabilities Services, University of Puget Sound, Center for Writing and Learning, 1500 N. Warner Street, Tacoma, WA 98416. (253) 879-3395 or TDD (253) 879-3399. The complete disability policy is published in the Logger and on the University's website at www.ups.edu/CWL/disabilities_home.htm.

Office of Information Services

Associate Vice President: Norman Imamshah

The Office of Information Services supports the computing and information technology needs of the University's curricula by providing students, faculty, and staff with computers and software for instruction and research, and offering technical support, training, and consultation on a wide variety of projects. Among the University's computer resources are Alpha Open VMS, NT/2000, Macintosh and Unix network servers; over 300 computers for students in over twenty different facilities, and close to twenty electronic classrooms.

The campus backbone includes fiber connections at 100 megabit speeds to all main campus buildings, residence halls, and university-owned houses. The University is connected to the Internet via a fractional DS-3 connection. Network services include local and Internet mail, news, file, and Web servers. Personal systems in the residence halls and university-owned houses may be connected to the campus network at speeds of 100 megabits per second, and students off campus can dial into the network at discounted rates under a University plan with an outside dial-in provider. All students have email accounts and network-based file storage for their individual use. Email kiosk stations are available for walk up use in Wheelock Hall, the student union building, and the FieldHouse. The Tech Center on the ground floor of the Collins Library offers a one stop place for students to get professional, courteous help with computing and multimedia questions during the week and on weekends.

General access labs in the Collins Library, Howarth and McIntyre offer access to all students for both Macintosh and PC-compatible computers, along with selected word processing, spreadsheet, database, graphics, and statistical software packages. The labs also offer instructional software to support a variety of classes. Additional computing facilities are available in smaller clusters and departmental labs throughout campus, including dedicated computer labs for student use in the following departments: Art, Music, Psychology, Geology, Chemistry, Biology, Physics, Math-
Academic Support Programs

Mathematics and Computer Science, Exercise Science, Occupational and Physical Therapy, and Foreign Languages.

Three computer-based classrooms in Wyatt Hall support instruction in Foreign Languages, Composition, and other courses. Wyatt Hall also houses five electronic classrooms, including a state-of-the-art Art History lecture room. Network jacks are located in seating areas in Wyatt, as well as the Collins Library and Wheelock Hall.

The Advanced Computing Lab provides a state-of-the-art UNIX and Windows NT/2000 workstation environment for upper-division courses in computer science, as well as faculty and student research in computer science, mathematics, and the sciences. Software includes computer graphics packages, programming languages, and mathematical and statistical software.

Collins Memorial Library

Director: Marilyn Mitchell

Collins Memorial Library is an integral part of the University's educational program. Its collection and services support study and research on campus. The collection consists of over 550,000 volumes of books, periodicals, and publications of the federal and Washington state governments as well as maps, microforms, videotapes, cassettes, compact disks and other media materials. In addition, the Library provides electronic full text access to over 1,200 monographs and over 1,000 periodical and bibliographic databases. Special collections of archival materials and manuscripts are maintained.

Access to the physical and electronic collection is provided through the automated catalog and through CD-ROM and online databases. Use is available to students and faculty in the Library and off-site via the campus network. The availability of resources is strengthened through participation in Orbis, a consortium of baccalaureate granting public and private institutions of higher education in Oregon and Washington. Through the Orbis Borrowing technology, materials are delivered via library courier within 48 hours. In addition, Collins participates in other cooperative resource sharing agreements with libraries throughout the country.

The Library staff provides assistance with reference, research, and the location of materials through individualized consultation, classroom instruction and workshops. There are a variety of study facilities, including group and individual tables, meeting rooms, and media carrels. Collins Library is fully networked and provides data ports for individual laptop computers throughout the building's seating. The Library's Information Commons has 25 workstations equipped with desktop, graphics and e-mail functionality that are available on a first come, first served basis. All users must have an OIS issued university account in order to log in.

The university media center is located in the Library and administered by the Office of Information Services. Equipped with 24 workstations, the Center provides both Faculty and Student Digital Media Studios with production capacities; a public area with computing workstations, audio and video stations; and a presentation room designed for video screening and presentations requiring data projection.

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ACADEMIC POLICIES

The University reserves the right to change the fees, rules, and calendar regulating admission and registration; to change regulations concerning instruction in and graduation from the University and its various divisions; to withdraw courses; and to change any other regulation affecting the student body. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students, but also to those who, at that time, are matriculated at the University.

Information in this Bulletin is not to be regarded as creating a binding contract between the student and the school.

The University also reserves the right to deny admission to any applicant; to dismiss when formal academic action is taken by the Academic Standards Committee; to discontinue the enrollment of any student when personal actions are detrimental to the University community; or to request withdrawal of a student whose continuance in the University would be detrimental to his or her health or to the health of others.

The Logger (available in the Office of the Registrar) is the comprehensive repository of academic policies. See the Logger for policies not included in this Bulletin, including policies on athletic eligibility, course requirements, grades, withdrawal, graduation requirements, honors, grievances, independent study, leaves of absence, petitions for exceptions, registration, transfer, study abroad, Student Integrity Code, Sexual Harassment Policy, Alcohol and Drug Policy, and Residence Policy.

Classification of Students

Undergraduate Students, matriculated candidates for a baccalaureate degree, are classified as freshmen, sophomores, juniors or seniors. These class standings are defined as follows:

Freshman A student with fewer than 7 units earned toward a degree.

Sophomore A student with at least 7 but fewer than 15 units earned toward a degree.

Junior A student with at least 15 but fewer than 23 units earned toward a degree.

Senior A student with at least 23 units earned toward a degree.

Graduate A student with a baccalaureate degree, enrolled in undergraduate or graduate courses, who is not a candidate for a graduate degree.

Degree Candidate A student who, after being admitted with graduate standing, applies to and is admitted by the Director of Graduate Study into a graduate degree program.

Non-Matriculant A student who does not intend to pursue a degree, including those wishing to audit courses. A non-matriculant must complete an admission agreement form, which may be obtained from the Office of Admission, prior to enrollment. (No more than 3 units taken as a non-matriculant may be applied toward a University of Puget Sound undergraduate degree.)

Special A student who has applied for admission but has not satisfied entrance requirements for regular class standing and is, therefore, not a candidate for a degree.
Academic Policies

Academic Load
These definitions are for University use. Programs regulated by external agencies may have other criteria for academic load. Financial aid programs, in particular, may use other definitions.

Full-time A student enrolled for 3 or more units of coursework is a full-time student.

Part-time A student enrolled for fewer than 3 units of coursework is a part-time student.

Overload The normal undergraduate courseload is 4 academic units per semester, and the student may enroll in an additional activity course. Any other academic coursework above 4 and one-quarter units is an overload and must be approved by the student’s faculty advisor. Academic performance frequently suffers when an overload is taken. For details on charges for overload registration, refer to the Schedule of Tuition and Fees in this Bulletin.

Registration
Dates for registration for each session are listed in the University calendar. Questions concerning registration, including repeat registration for the same course, should be directed to the Office of the Registrar. The Schedule of Classes provides additional information regarding registration dates and academic policy.

Change of Registration
The student is held responsible for each course for which he or she officially registers. Once registered, a student may add or drop classes only by reporting to the Office of the Registrar and executing an official Change of Registration (add/drop) form. After the last published day to add or enter a course, courses may be dropped but none added.

Withdrawal from the University
A student who finds it necessary to withdraw from the University should apply for formal withdrawal through the Office of the Registrar. If this procedure is not followed, failing grades may be assigned. Failure to complete the term does not cancel the student’s obligation to pay tuition and all other charges in full. For specific details regarding refunds and adjustments, refer to the Refunds and Adjustments section in this Bulletin.

Concurrent Enrollment
A degree-seeking student may not be enrolled at the University of Puget Sound and another post-secondary institution during the same term unless such registration is approved in advance by petition to the Academic Standards Committee.

Independent Study
Students wishing to do independent study in academic areas not covered by existing courses in the curriculum may obtain a copy of the Independent Study Policy in the Office of the Registrar. If the conditions required for doing independent study are met, the student may complete an Independent Study Contract and submit it at the time of registration. To do independent study, a student must have junior or senior class standing and a cumulative grade average of at least 3.00. All independent study courses carry the numbers 495 or 496 for undergraduate and 695 or 696 for graduate degree candidates. No more than four independent study courses may count toward the bachelor’s degree and no more than two toward the master’s degree. No more than one independent study may be taken in a single term.

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Explanation of Credit

Courses offered under the semester calendar at the University are themselves considered to be units in the degree. For purposes of transferring credit, one unit is equivalent to 6 quarter hours or 4 semester hours.

System of Grading

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<tr>
<th>Letter Grades</th>
<th>Grade Points Per Unit</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
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<td>B-</td>
<td>2.67</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D</td>
<td>1.00</td>
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<tr>
<td>D-</td>
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<tr>
<td>P (Pass, C- or higher)</td>
<td>0 (not computed in GPA)</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>0 (computed in GPA)</td>
</tr>
<tr>
<td>W (Withdrawal)</td>
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</tr>
<tr>
<td>WF (Withdrawal Failing)</td>
<td>0 (computed in GPA)</td>
</tr>
<tr>
<td>AU (Audit)</td>
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</tr>
<tr>
<td>I (Incomplete)</td>
<td>0 (not computed in GPA)</td>
</tr>
<tr>
<td>IP (In Progress)</td>
<td>0 (not computed in GPA)</td>
</tr>
</tbody>
</table>

An explanation of these grades and grading policy is in the Logger, available in the Office of the Registrar.

Grade Reports

Grade reports are mailed to students at the end of each academic term. Grade reports are sent to the student's permanent mailing address unless the student makes other arrangements. To assure prompt delivery of grades, students must ensure that their local and permanent address information is current. Students can log on to http://cascade.ups.edu to review and update address information using their Cascade web account.

Because of federal privacy laws, grades are not automatically mailed to parents. A student who wishes parents to receive grades may complete a request for parent grade report in the Office of the Registrar, Jones 013. When this form is completed, parents will receive grade reports automatically until the request is revoked in writing by the student.

Grade reports are not released to students or to parents of students whose financial accounts are in arrears.

Academic Standing

The Academic Standards Committee will review the record of each student whose cumulative grade average is below 2.00 at the end of any term. A student whose average is below 2.00 will be put on academic probation for one term. If the average remains below 2.00 for a second term, the student may be dismissed from the University.
Academic Policies

Academic expulsion may occur in severe situations, usually involving academic dishonesty. Academic expulsion is permanent dismissal from the University.
See the Logger for the full probation/dismissal policy.

Transfer Evaluation
A University of Puget Sound student wishing to take a course at another institution for transfer to Puget Sound should obtain a transfer evaluation request from the Transfer Evaluator in the Office of the Registrar, Jones 013. When properly completed and signed by the appropriate staff person in the Office of the Registrar, the form provides assurance that the course will transfer, and will fulfill a core requirement or a departmental requirement, when appropriate. (See regulations regarding concurrent enrollment.)

Student’s Rights and Responsibilities
It is the responsibility of the student to become familiar with all academic and administrative regulations and procedures relating to his or her course of study at the University. Academic policies and regulations are printed in the Logger, available in the Office of the Registrar.

A student may petition the Academic Standards Committee for the waiver of some University academic regulations when extraordinary conditions indicate such a waiver is in the student’s best educational interest and will not compromise standards. Some requirements are not petitionable. For reference, see the Petitions for Exceptions section in the Logger. Petition forms may be obtained in the Office of the Registrar, Jones 013.

The Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

(1) The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

The University's Records Policy explains procedures used by the institution for compliance with the provisions of FERPA. Copies of the policy are available in the Office of the Registrar, Jones 013.

Public Notice Designating Directory Information

The University of Puget Sound hereby designates the following categories of student information as public or “Directory Information.” Such information may be disclosed by the institution at its discretion.

Category I Name and current enrollment.
Category II Local and permanent addresses and telephone numbers.
Category III Dates of attendance, class standing, previous institution(s) attended, major field of study, awards, honors (including Dean's List), degree(s) conferred (including dates), full-time or part-time status, class schedule.
Category IV Past and present participation in sports and activities, and physical factors (height, weight of athletes), photograph.
Category V Email addresses

Currently enrolled students may withhold disclosure of any category of information. To withhold disclosure, written notification must be received by the Office of the Registrar prior to September 10 at: University of Puget Sound, 1500 N. Warner, Tacoma, WA 98416-0012. Forms requesting the withholding of “Directory Information are available in the Office of the Registrar, Jones 013. The institution will honor a request to withhold directory information in any of the categories listed but cannot assume responsibility to contact the student for subsequent permission to release such information. Regardless of the effect upon the student, the University assumes no liability as a consequence of honoring instructions that directory information be withheld.

The University of Puget Sound assumes that failure on the part of any student specifically to request the withholding of categories of “Directory Information indicates approval for disclosure.
ADMISSION TO THE UNIVERSITY

Vice President for Enrollment: George H. Mills, Jr.
Director of Access Programs: Kim Bobby
Admission Coordinator: Paula Meiers
Associate Director of Admission: Melanie Reed
Associate Director of Admission: Christine Licht
Associate Director of Admission: Todd Orwig
Assistant Director of Admission: Steve Saalfeld
Admission Counselors: Jason Gough, Michael LeFevre, Mele Moore, Britten Snider
International Student Coordinator: Carrie Penner

Each applicant to the University should present those qualities of character and the seriousness of purpose which would indicate that he or she will benefit from and contribute to the university community. Each applicant is given individual consideration. A careful evaluation is made of the student’s curricular and cocurricular record.

Primary criteria for admission:
1) Graduation from an accredited high school and, if applicable, evidence of satisfactory work in an accredited college or colleges.
2) Course selection and cumulative grade-point average.
3) Rank in graduating class (freshmen only, if available).
4) Scores from the College Board Scholastic Assessment Test (SAT I) or the American College Test (ACT).
5) Counselor or advisor and/or teacher evaluation. Two evaluations are preferred.
6) A personal essay.
7) A personal interview, while not required, is encouraged.

Admission to the University extends the privilege of registering in courses of instruction only for the term stated in the letter of acceptance. The University necessarily reserves the option to refuse extension of this privilege and to deny any initial application.

Recommended high school course preparation for admission. The Admission Committee recommends that students complete the following pattern of coursework in high school as preparation for the University of Puget Sound. The Committee recognizes that because the university is committed to maintain a national student body, course patterns will vary considerably. Therefore, this pattern of coursework is recommended, but not required: English—four years; Mathematics—three/four years; History/Social Studies—three years; Foreign Language—two/three years of a single language; Natural/Physical Laboratory Science—three/four years; and Fine/Visual/Performing Arts—one year.

Campus visits. Prospective students are encouraged to visit campus while classes are in session. Throughout the year, admission counselors are available to conduct interviews and answer ques-
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tions. Tours led by current Puget Sound students are available Monday through Friday from 9 a.m. to 4 p.m. or on Saturday by special appointment (Saturday visits are not available May through July).

Visitors may attend classes in their area of interest during regular class sessions. Arrangements can be made for visiting students to stay in a residence hall for one night, Sunday through Thursday. Visiting students are given passes to campus events and meal service.

The Office of Admission is closed during Thanksgiving Holiday and Winter Holiday. During Fall Break, Winter Break, Spring Recess and Summer Break only limited services are available because classes are not in session during these times. Please consult the academic calendar in this Bulletin for specific dates.

To arrange a campus visit or for further information, please contact the Office of Admission, University of Puget Sound, 1500 North Warner Street #1062, Tacoma, WA 98416-1062, telephone: 253-879-3211, 800-396-7191, e-mail: admission@ups.edu. Before scheduling a campus visit, prospective students may want to browse the university Web site at www.ups.edu to learn about campus activities and events that may be of interest. All scheduled visits will be confirmed by the Office of Admission, either by telephone, mail, or e-mail prior to arrival.

Admission to the Freshman Class

Except for Early Admission or Simultaneous Enrollment, prospective freshmen may apply for admission any time after the beginning of the senior year in high school.

Regular Admission Plan. For regular applicants, notification of admission decisions is on or before April 1. Applicants not clearly admissible, based on the record through the junior year, may be requested to provide a transcript of the first term of the senior year before an admission decision is made. Personal interviews may be also requested.

To assure maximum consideration for financial assistance and on-campus housing, students applying to enter the University for fall should apply no later than February 1 of the same year. The Committee on Admission will continue to consider applications received after this date on a space-available basis. The University subscribes to the National Candidates' Reply Date of May 1 and does not require advance payments prior to this date; however, those freshmen planning to reside on campus should forward the Residential Programs Deposit upon deciding to enroll at Puget Sound, since those reservations will be honored on a first-come, first-served basis. Students considering the University after May 1 should know that their chances for on-campus housing are diminished and not guaranteed. Advance deposits are not refundable after May 1.

Early Decision Plan. Students who wish to apply to the University of Puget Sound early in their senior year may want to consider the Early Decision plan. Two Early Decision deadlines are available. For Early Decision I, the application for admission is due on November 15. The student receives a notification of acceptance which is mailed on December 15 (along with a tentative notification of financial aid, if admitted, and if it has been applied for), and the student pays an advance tuition deposit by January 15. For Early Decision II, the application for admission is due on December 15. The student receives a notification of acceptance which is mailed on January 15 (along with a tentative notification of financial aid, if admitted, and if it has been applied for), and the student pays an advance tuition deposit by February 15. The Early Decision plan applies to fall term admission only. Deposits made by Early Decision candidates are not refundable.

Early Decision (I & II) is a binding agreement. Students may apply to other colleges simultaneously, but if they are admitted under the Early Decision Plan, they are committed to enroll at the University of Puget Sound. Students accepted under this plan are expected to withdraw their
applications from other colleges and submit an advance tuition deposit to the University of Puget Sound.

To receive initial notification of need-based financial aid by December 15 (Early Decision I) or January 15 (Early Decision II), students should submit their customized financial aid PROFILE to the College Scholarship Service (CSS) by November 1 (Early Decision I) or December 1 (Early Decision II), listing the University of Puget Sound (code #6067). Because PROFILE requires a registration process, students should be sure to submit their registration packet to CSS by October 15 (Early Decision I) or November 15 (Early Decision II) in order to receive their customized PROFILE back in time to apply by November 1 (Early Decision I) or December 1 (Early Decision II). Students may file their customized PROFILE after November 1 (Early Decision I) or December 1 (Early Decision II), but should then expect to receive their financial aid results somewhat later than December 15 (Early Decision I) or January 15 (Early Decision II).

All students applying for financial aid must submit the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1. Official award decisions will be mailed to students beginning March 15, if their FAFSA has been received at the processors by February 1.

For complete information on financial aid and scholarship opportunities, please refer to the Financial Aid and Scholarship section of this Bulletin.

Early Admission. Advanced high school students who have not completed graduation requirements may apply for admission to the University of Puget Sound prior to graduation from high school. Admission is contingent upon an outstanding high school record, test scores, and recommendations from the secondary school head or principal, the student’s college counselor or advisor, and the student’s parents or guardians.

Simultaneous Enrollment While in Secondary School. Students who have advanced beyond the levels of instruction available in their secondary school may enroll simultaneously in courses at the University of Puget Sound and at their secondary school. Admission is contingent upon an outstanding high school record and recommendations from the secondary school head or principal, the student’s college counselor or advisor, and the student’s parents or guardians.

Deferred Freshman Admission. Admitted freshman applicants who wish to defer their admission may do so for one year. Applicants who wish to defer their enrollment must submit a $100 advance tuition fee to hold their place in the next class and a $200 Residential Programs deposit to reserve a living space. The $100 advance tuition fee and $200 Residential Programs deposit become non-refundable at the time of the deferment.

Freshman Admission Procedures. To apply for admission, a prospective freshman must submit the following credentials to the Office of Admission. Please note that all application materials become the property of the University unless otherwise indicated in writing when the application is submitted. Photocopies or facsimile (FAX) copies of any official documents may be sent, but an application is not considered complete until original documents are received.

1. Application for Freshman Admission. This form is available from the Office of Admission or online. The University is a member of the Common Application Colleges and Universities and welcomes the applicant to use the Common Application form. A student may submit the Washington Uniform Application; however, additional materials are required.

2. Transcripts. An official high school transcript that includes an applicant’s 9th through 11th grade academic record should be forwarded to the Office of Admission.
3. **Tests.** Applicants must take either the Scholastic Assessment Test (SAT I) or the American College Test (ACT) and request that the results be forwarded to the Office of Admission. Applicants are personally responsible for making the appropriate testing arrangements.

4. **Secondary School Report/Teacher Evaluation.** Applicants should submit these forms to the appropriate persons. The applicant's respective evaluators should forward the completed forms along with a personal recommendation to the Office of Admission.

5. **Early Decision Statement.** Applicants must sign the Early Decision Agreement included in the Application for Freshman Admission if Early Decision admission is desired.

6. **Application Fee.** A $40 (U.S. funds) non-refundable processing fee must be submitted with the Application for Freshman Admission. Official fee waivers are acceptable.

**Advanced Placement.** The University participates in the Advanced Placement Program of the College Board. The University normally will grant lower division credit for scores of 4 or 5 on an Advanced Placement (AP) Examination, and in selected instances for scores of 3. Students may be allowed up to a total of 8 units based on AP results. In no case may AP credit be applied toward University core requirements, but in some cases students may earn exemptions from first-year Puget Sound courses. Students earning course exemptions must be careful in their course selections, since any student who earns an exemption from a Puget Sound course and then completes that course (or a course preparatory to the exempted course) is subject to a revision of the original AP evaluation and a possible reduction of credit. The university's goal in granting credit for AP Exams is to award students a fair amount of credit for their advanced study in high school; to ensure that students are placed in the next appropriate course, should they continue to study in that discipline; and to direct students into courses that will supplement their academic achievement in high school. Details regarding specific examinations, grade requirements, credit awards, and course exemptions are available from the Office of the Registrar.

**International Baccalaureate.** The University of Puget Sound will grant 1 unit of lower division credit for a student's results on each International Baccalaureate (IB) Higher Level Examination passed with a score of 5, 6, or 7. Additionally, 1 unit of lower division elective credit will be allowed for the Theory of Knowledge if a student has earned the IB Diploma. Students will be allowed up to a total of 6 units based on IB results. Students earning IB credit should note that IB results may apply as electives or to a major/minor but may not be applied to University core requirements. Students earning course exceptions for IB work must be careful in their course selections, since any student who earns an exemption from a Puget Sound course and then completes that course (or a course preparatory to the exempted course) is subject to a revision of the original IB evaluation and a possible reduction of credit. The University's goal in granting credit for IB Examinations is to award students a fair amount of credit for their advanced study in high school; to ensure that students are placed in the next appropriate course, should they decide to continue study in that discipline; and to direct students into courses that will supplement their academic achievement in high school. Details regarding specific course exemptions are available from the Office of the Registrar.

**College Classes While in High School (including Running Start).** The University will review courses taken for college credit while a student is enrolled in high school only if those classes are regularly scheduled college-level classes taken in a college classroom. Such
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courses are reviewed on a case-by-case basis to determine if credit will be granted. The student must submit both the high school and college transcripts to have the courses reviewed for possible credit.

Admission with Advanced Standing

Students who have attended other regionally accredited colleges or universities may apply for admission with advanced standing. Each student is admitted on a selective basis. The following general criteria are applied:

1. Honorable dismissal from the institution(s) previously attended.
2. Good academic standing at the institution last attended, with a minimum cumulative grade point average of 2.0 to be considered.

Transfer of Credit. The University will evaluate for transfer all courses which are appropriate to a Puget Sound baccalaureate degree program. Transferability will be determined through a course evaluation in accordance with the policies established by the faculty and administration.

To be transferable, a course must be offered by a regionally accredited college or University recognized by the University of Puget Sound. A course must be instructed in an environment which promotes creative, analytic thought for the exchange of ideas, and strives for academic excellence at the post-secondary level. Personal development, remedial, technical, or vocational courses are not transferable.

General Policy for Transfer Students

1. One University of Puget Sound unit is equivalent to six quarter credits or four semester credits.
2. The maximum amount of credit transferable from a community college or junior college is 16 units (96 quarter credits or 64 semester credits).
3. The maximum activity credit allowed within a Puget Sound degree program is 1.50 units. Activity credit includes athletics, music performance, theatre performance, forensics, and any other student participation program.
4. Non-traditional work must be submitted with the application materials. This would include Advanced Placement (AP) or International Baccalaureate (IB) examination scores. No credit is given for military experience or CLEP examination scores.
5. The maximum amount of correspondence coursework credit accepted in transfer is 4.00 units. Courses completed through correspondence may not be used to fulfill general University core requirements.
6. The University does not offer or sponsor courses via television, correspondence, newspaper, or the Internet, nor does it normally accept credit granted by other institutions which has been earned in such courses.
7. No more than four academic units taken on a non-graded or pass/fail basis may apply toward the 32 units required for graduation. In addition, all University core requirements must be taken for a letter grade.
8. All coursework will be evaluated on an individual basis to determine fulfillment of University core requirements. A maximum of 10 of the 12 core requirements may be satisfied through transfer. The eleventh, a science in context course, and the twelfth, a comparative values course, must be completed at the University of Puget Sound during the junior and senior
years. Courses that transfer in fulfillment of core requirements may not be completed through independent study nor graded on a pass/fail basis.

9. Sixteen units must be completed in residence in order to obtain a Puget Sound degree. At least four units for a major and three units for a minor must be completed in residence.

10. Following admission to and enrollment in the University, if it is learned that a student misrepresented his or her academic record when applying for admission, he or she will be subject to immediate dismissal.

Special Regulations

1. Within a baccalaureate degree program, the University makes a clear distinction between the first 16 units (freshman-sophomore years) and the last 16 units (junior-senior years) of coursework. The following educational programs are considered part of the freshman-sophomore years, and are acceptable in transfer to a combined total of 16 units:
   - Accredited Community College
   - Advanced Placement (AP)
   - International Baccalaureate (IB)

   These educational programs are also subject to the individual transfer credit limits established by the University before being accepted into a degree program.

2. Once a student has 16.00 or more units, that student cannot count credit earned through one of the above freshman-sophomore level educational programs toward the Puget Sound degree.

3. Credit will not be granted for dual enrollment or simultaneous matriculation with two or more institutions.

4. Specific courses not commonly offered in baccalaureate degree programs will be examined. If equivalencies can be established by the appropriate departments, schools, or administrative officers, the courses will be acceptable for transfer.

5. Decisions are petitionable to the Academic Standards Committee for just cause.

Transfer Admission Procedures. Credentials required for admission to the University with advanced standing include the following. Please note that all application materials become the property of the University unless otherwise indicated in writing when the application is submitted. Photocopies or facsimile (FAX) copies of any official transcripts or test scores may be sent, but an application is not considered complete until original documents are received.

1. Application for Advanced Standing/Transfer Student Admission. This form may be obtained from the Office of Admission or online.

2. Transcripts. Official transcripts of the student record from each college and university previously attended, and, upon request, a high school transcript, must be sent to the Office of Admission. Any student who has completed less than one full year of college work should automatically submit a high school transcript and examination results from the SAT I or ACT. Also, any student who enrolled in college-level courses while in high school must submit a high school transcript. Such transcripts must be sent directly to the University by institutions previously attended and not by way of the student. Official evaluation of the transcripts will be provided to the student upon acceptance for admission.

3. Application Fee. A $40 (U.S. funds) non-refundable processing fee must be submitted with the Application for Advanced Standing/Transfer Admission. Official fee waivers are acceptable.
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4. A Transfer College Clearance Form (included in the Application for Advanced Standing/Transfer Admission). This form may be obtained from the Office of Admission or online.

5. A personal essay or a copy of a graded college paper.

6. Official scores of any non-traditional work must be submitted with the application materials. This would include Advanced Placement (AP) or International Baccalaureate (IB) examination scores. No credit is given for military experience or CLEP examination scores.

Undergraduate students who formerly have attended the University (as regular matriculants) but have not been in attendance for one or more terms (excluding Summer Session) must re-apply by filing an Application for Advanced Standing/Transfer Student Admission with the Office of Admission and providing official transcripts of all work taken during the period of absence. Returning graduate students need not re-apply for admission.

Reservations, Payments and Health Forms

Freshmen. A Certificate of Admission, a Letter of Acceptance, a Reservation Statement, and a Residential Programs Application/Contract are issued to each candidate as notification of acceptance.

An advance tuition deposit of $100 is required for each new student and reserves a place in the student body. This payment should be forwarded to the Office of Admission with the Reservation Statement upon receipt of the Certificate of Admission by May 1.

The advance tuition deposit for fall semester is refundable only if the request for refund reaches the Office of Admission before May 1 preceding the term in which the student would have enrolled (refund requests for spring semester deposits must be received two months preceding the term in which the student would have enrolled).

If University housing is desired, a $200 Residence Life Deposit must be forwarded with the Residence Life Application/Contract to the Office of Admission. Students are advised to return the form immediately upon receiving their acceptance. The Residence Life Deposit for fall semester is refundable only if the request for a refund reaches the Office of Admission before May 1 preceding the term in which the student would have enrolled (refund requests for spring semester deposits must be received two months preceding the term in which the student would have enrolled).

Students are responsible for return of the medical history and immunization form prior to enrollment. This history and immunization form is provided to students prior to the term in which that student plans to enroll.

Transfer Students. A Letter of Acceptance, a transfer evaluation, a Reservation Statement, and a Transfer Residence Life Application/Contract are issued to each advanced standing candidate as notification of acceptance.

An advance tuition deposit of $100 is required for each new student and reserves a place in the student body. The advance tuition deposit for fall semester is refundable only if the request for refund reaches the Office of Admission before May 1 preceding the term in which the student would first have been enrolled in the University (refund requests for spring semester deposits must be received two months preceding the term in which the student would have enrolled).

If University housing is desired, a $200 Residence Life Deposit must be forwarded with the Transfer Residence Life Application/Contract to the Office of Admission. The Residence Life Deposit for fall semester is refundable only if the request reaches the Office of Admission before May 1 preceding the term in which the student would have enrolled (refund requests for spring
semester deposits must be received two months preceding the term in which the student would have enrolled).

Students are responsible for return of the medical history and immunization form prior to enrollment. This history and immunization form is provided to students prior to the term in which that student plans to enroll.

International Students

Application and Academic Credentials. The University of Puget Sound welcomes applications from international students. The University is authorized under federal law to enroll non-immigrant, alien students. Along with the Supplemental Application for International Students, applicants should include those items outlined in this section of the Bulletin which are applicable to their class standing. Academic credentials must be translated into English and must be sent directly by the institutions previously attended. Hand-carried documents or copies of documents sent by students will cause a delay in the application process. Please note that all application materials become the property of the University unless otherwise indicated in writing when the application is submitted. Application materials must be submitted by the following deadlines:

Freshman, February 1, in the year of fall enrollment.
Transfer, March 1, in the year of fall enrollment.

For further information regarding international admission procedures, please contact the International Admission Coordinator, Office of Admission, University of Puget Sound, 1500 North Warner #1062, Tacoma, WA 98416-1062 USA, telephone: 253-879-3211, e-mail: admission@ups.edu; Web site: www.ups.edu; facsimile (fax): 253-879-3993.

English Proficiency. Because successful work at the university requires proficiency in the English language, all students whose first language is not English are required to submit their scores from the Test of English as a Foreign Language (TOEFL). International students must score a minimum of 550 (paper-based exam) or 213 (computer-based exam). Registration materials are available from the American Consulate in the student's home country or by writing TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ 08541-6151 USA.

Financial Statement. Students on an F-1 Visa (Student Visa) must also provide evidence of sufficient funds to cover one full year of study by filing an International Student Financial Statement, obtainable from the Office of Admission (included in the Supplemental Application for International Students). International students must not depend upon earnings from employment, anticipated financial assistance, or scholarship grants.

Summer Session

Non-matriculating students may register for summer classes by completing an enrollment form available from the Registrar's Office or by writing or calling the Office of the Associate Academic Dean, University of Puget Sound, 1500 North Warner Street #1020, Tacoma, WA 98416-1020, 253-879-3207.

Students wishing regular student standing for Summer Session must complete the appropriate application form outlined previously. Attendance in a summer session does not guarantee a student matriculating status.
Graduate Study Programs

Information concerning graduate study in Education, Occupational Therapy, or Physical Therapy admission requirements, application procedures and other pertinent data is available from the Office of Admission, University of Puget Sound, 1500 North Warner Street #1062, Tacoma, WA 98416-1062, telephone: 253-879-3211; e-mail: admission@ups.edu; Web site: www.ups.edu.

Continuing Education Classes

A student with a baccalaureate-level degree may attend Continuing Education classes in the late afternoon and evening by completing the following steps with the Office of Continuing Education.

An Admission Registration Agreement must be completed and submitted to the Office of Admission or the Office of Continuing Education for each Continuing Education class. A one-time $40 application fee is required.

Registration dates and procedures may be obtained from the Office of Continuing Education, University of Puget Sound, 1500 North Warner Street #1051, Tacoma, WA 98416-1051, 253-879-3382.

STUDENT DEVELOPMENT / RESIDENTIAL PROGRAMS / LEADERSHIP PROGRAMS

Associate Dean for Student Development and Director: Jim Hoppe

Associate Director for Residence Life: Shane Daettwiler

Associate Director for Student Activities: Marta Palmquist-Cady

Assistant Director for Community Development: Debbie Chee

Assistant Director for Greek Life: Kathleen Holmes

Director of Student Programs: Serni Solidarios

Assistant Director for Residence Life: Kyla McLeod

Area Coordinator: Maritza Baida

Area Coordinator: Chris Pelletier

Puget Sound Outdoors Coordinator: Justin Canney

Secretary: Beverley Bryant, Paula Rogers

The Department of Student Development supports and supplements each student's educational experience while at the University of Puget Sound. In addition to Residence Life, the Department of Student Development has responsibility for judicial affairs, new student orientation, student leadership development, fraternity and sorority advising, outdoor programs, and student activities. All of these programs have the common goal of creating a cohesive developmental experience for Puget Sound students. Student Development staff also serve as the liaison for the Associated Students of the University of Puget Sound (ASUPS). The Student Development staff are located in the Student Development House (Residence Life, Student Activities, Leadership Development, Puget Sound Outdoors and Greek Life) at 3209 North 15th, Campus Mail Box 1003, phone (253) 879-3317 and in suite 209 of the Wheelock Student Center (Associate Dean, Judicial Affairs, Theme Programs and Student Programming) (253) 879-3322, Campus Mail Box 1069.
Residence Life

Residence Life seeks to ensure that the academic mission of the University is sustained by students’ living arrangements on campus. Campus living is designed to contribute to the personal growth and development of the residential student. The department strives to create a sense of community within each of the residential facilities. Through the provision of educational and social programs and other resources, the department aids residents in the development of those qualities which are essential to academic achievement, personal growth, and successful group living.

Residence Halls
The nine Tudor-Gothic residence halls are arranged in two spacious quadrangles on the north and south ends of campus. Each building has recreational areas, vending machines, kitchen facilities, coin-operated laundry machines, a television lounge, and study areas. Student rooms are furnished with a bed, a chest of drawers, book space, a desk, a desk chair, and a closet for each resident of the room. There is Internet port access in each residence room. Trimble Hall, completed in the summer of 2002, features all single rooms grouped in suites. Trimble hall is reserved for returning students. Trimble, Phibbs and Schiff Halls are accessible to students who use wheelchairs. Students residing in these buildings are required to purchase a board plan.

Union Avenue Residences
The residences on Union Avenue house eight of the University’s nine fraternities and sororities. Each residence has kitchen facilities, phone service, and coin-operated laundry machines, recreational areas, a television lounge, and study areas. There is Internet port access and cable television access in each residence room. Room and board costs for Union Avenue facilities are identical to those for students in other areas of university owned housing. The Greek chapters require and manage their initiation fees, membership dues, and social fees. Freshmen are not allowed to live in the chapter houses.

Residence Houses
The 55 residence houses vary in size. Each is furnished and has kitchen facilities, phone service, and coin-operated laundry machines. There is Internet port access and cable television access in each residence room. Residents are responsible for their own housekeeping. Students residing in these houses are not required to purchase an on-campus meal plan, but may do so if they wish.

Residence houses are available to sophomores, juniors, seniors, and transfer students. One residence house is currently accessible to students who use wheelchairs; others will be made accessible as needed.

Special Residential Programs
The University offers several special residential programs.

Theme Floors and Halls: Harrington Hall features a Healthy Lifestyle environment, the substance free community and the Humanities Residential program. Schiff Hall is devoted to Outdoor Programs (Adventure Education). A language theme floor is featured in Todd/Phibbs Hall, and the Social Justice Residential program occupies space in University Hall. Additional theme programs are in development featuring interaction with faculty and connections with academic coursework.

Theme Houses: The University offers special theme houses which create strong links between living and learning experiences. The students in each house have similar interests and are encouraged to develop a living environment that is conducive to intellectual inquiry beyond the
Student Development/Residential Programs

classroom. Each house is advised by a University faculty or staff member who is committed to student growth and development through practical experience. The special program houses include the Honors/Langlow House for freshmen in the Honors program, language and music houses, and a number of houses in which themes range from academic to recreational. With the exception of the Honors Program in Langlow House, campus houses are reserved for students sophomore level and higher. For further information on theme programs contact Debbie Chee, Assistant Director for Community Development at (253) 879-3322 or dchee@ups.edu

Fraternities and Sororities: Fraternities and sororities have been a part of the University of Puget Sound for over 50 years. Members of Greek chapters participate in academic activities, student government organizations, athletics, social projects, and community service.

The national fraternities at the University are Beta Theta Pi, Phi Delta Theta, Sigma Chi, and Sigma Nu. The sororities are Alpha Phi, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, and Pi Beta Phi.

One sorority is housed in Smith Hall. Four sororities and four fraternities occupy University-owned facilities on Union Avenue.

Freshmen who are interested in joining a fraternity or sorority are able to participate in formal rush at the start of spring semester and may move into the chapter's facility at the beginning of their sophomore year. Transfer students with sophomore standing or above may participate in fall informal rush and move into the chapter's housing facility immediately, provided space is available. For further information contact Kathleen Holmes, Assistant Director for Greek Life at (253) 879-3317 or at kmholmes@ups.edu

Staffing and Governance

Each living unit is staffed by undergraduate students, or resident assistants (RAs) who serve, under the supervision of the Department of Student Development, as peer counselors, hall administrators, and facilitators for the residents of their living area. The staff enforces the Student Integrity Code and other University policies. The staff also initiates, organizes, and implements educational/developmental programs that contribute to the academic and personal growth of residents. Community Coordinators (CCs) perform many similar duties for the residence houses and Trimble Hall.

Area Coordinators (ACs) are full-time University staff who live adjacent to a residential area of campus. The ACs coordinate daily life in the residence halls and supervise RAs and programming.

Students in all residence units are governed by the Student Integrity Code, as well as federal, state, and local laws. Failure to comply with the governing laws and codes may be considered grounds for termination of residence. Students are encouraged to be self-regulating and to adopt their own system of government within each facility, consistent with University policies. Each residential unit has a student government which engages in community issues and assists in policy decisions.

The Application Process

To be eligible for a room assignment, students must submit the $200 Residential Programs deposit, and complete and sign a Residential Programs application/contract. The application/contract is mailed to all admitted students. Admitted students are encouraged to submit the $200 deposit as early as possible. Room assignments will be determined according to the date the deposit is received by the Admission Office.
Student Development/Residential Programs

The $200 deposit serves as a room reservation fee, a key deposit, and a damage deposit. The deposit is refundable in full if the contract is canceled in writing prior to May 1. After that date, the entire deposit is forfeited. For spring semester applications, the contract must be canceled prior to December 15 to receive a refund. Contracts are for a full academic year, unless otherwise specified. Residents may apply for a contract cancellation if they withdraw from the University, participate in a University-approved study abroad program, or have unusual extenuating circumstances.

Confirmation of room assignments and roommate information for fall enrollment is mailed to admitted students during the month of July.

Rates
Room and board costs are charged as a unit, and all students living in residence halls (including Trimble Hall), or the Union Avenue facilities must pay board as well as room charges. Residents of residence houses are charged room costs only. Board plans are optional for these residents. Room and board rates are subject to change. University housing rates are detailed in the “Financing Your Education” section of this Bulletin.

For more information contact Shane Daetzwiler, Associate Director for Residence Life at (253) 879-3317 or sdaetzwiler@ups.edu.

Housing for Returning Students
In the spring semester of each year, current residents in University owned housing are invited to apply to return for the next year. A limited number of spaces are set aside each year for Sophomore, Junior, and Senior level students who participate in the Homesteading and Lottery processes. Upper level students are not guaranteed housing. Information on obtaining housing for the next academic year is mailed to all on campus students prior to spring break. The Homesteading and Lottery processes are typically held in early April. For more information contact the Student Development Office at (253) 879-3317.

Off-Campus Housing
Students interested in off-campus accommodations are encouraged to utilize the off campus student services offered through the Student Services office in Wheelock Student Center. The Off Campus Student Services web page offers listings of nearby rooms, apartments, and houses that are available for rent. Telephones, maps, and other services are also provided. The University does not screen or endorse off-campus listings. For more information contact Monica Nixon, Associate Director for Student Services at (253) 879-3374 or mnixon@ups.edu.

Student Activities
The staff in the Student Development office coordinate a variety of campus activities both directly and through coordination with other campus departments. Student Development staff work with the Associated Students of the University of Puget Sound (ASUPS) to provide high quality programming in a wide variety of areas. Student Development staff coordinate the University's nationally recognized orientation program, including the Perspectives and Passages portions of orientation. In addition to working with fraternities and sororities, Student Development provides leadership development opportunities for all students and clubs and organizations. The Puget Sound Outdoors staff provide outdoor leadership training, trip planning and excursions, and operate the gear rental shop called the Expeditionary. For more information contact Marta Palmquist-Cady, Associate Director for Student Activities at (253) 879-3317 or at mpalmquist@ups.edu.
Financing Your Education

FINANCING YOUR EDUCATION

Associate Vice President for Finance: Sherry Mondou
Director of Student Financial Services: Maggie Mittuch
Associate Director of Student Financial Services: Ava Brock

At the University of Puget Sound, the development of a strong sense of financial responsibility is considered an integral part of a student's education. Every student is presumed to be familiar with the schedule of tuition and fees and other matters pertaining to the financial policies published in this Bulletin. The staff in the Student Accounts Office work closely with students in support of their development and are pleased to assist students and parents with any questions or concerns they may have.

Schedule of Tuition and Fees

Tuition and fees are typically established in the spring for the following academic year. The University reserves the right to change tuition, room and board, and other fees for a given semester without prior notice. After the beginning of a semester, no changes will be made to the fee schedules which affect that semester.

Estimated Direct Costs Billed by the University (2002-2003) for Full-time Undergraduate and Second Baccalaureate Students

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (3 to 4.25 units per semester)</td>
<td>$23,780</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$6,140</td>
</tr>
<tr>
<td>Student Government Fee</td>
<td>$165</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$30,085</strong></td>
</tr>
</tbody>
</table>

Estimated expenses amount to $30,085 for an academic year of nine months. This total does not include other expenses such as books and supplies, personal expenses, and transportation. Fees may be higher than the above sum if a student elects courses for which special instruction or services are necessary.

Tuition

Tuition for full-time students for the 2002-2003 academic year is $23,780. Tuition will be charged each semester (fall and spring) in accordance with the following schedule:

- Full-time undergraduate student (3 to 4.25 units) per semester .................................. $11,890
- Overload, per unit ......................................................... $3,000
- Part-time undergraduate students (less than 3 units), per unit .................................. $3,000
- Tuition charges for fractional unit courses will be computed at the per unit rate of .................. $3,000

Refer to the Academic Policies section of this Bulletin for definitions of full-time and part-time students, as well as overloads and activities units. For full-time students, failure to enroll in 4.25 academic units per term or .5 activity units does not accumulate future tuition credit.

All students in the Doctor of Physical Therapy 3-3 Program will be charged tuition at the undergraduate rate plus the student government fee (if full-time) until such time a bachelor's degree is earned or the student is or would be considered in graduate status for financial aid pur-

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Financing Your Education

Rates for University-owned Residences

Room and Board ................................................................. $6,140
(Covers fall and spring semesters. Vacation periods are excluded.)

A Residential Programs Deposit of $200 is required upon application for University housing. For continuing students, the deposit is due before the spring housing lottery. The deposit serves as a room reservation, key deposit, and damage deposit. If the fall application/contract is canceled in writing prior to May 1, the deposit is refundable. Applications/contracts canceled on or after May 1 are not refundable. Spring Semester applications/contracts must be canceled prior to December 1 to receive a refund. Release from the housing contract for reasons other than withdrawal or leave of absence requires the approval of a formal appeal with Residential Programs.

Reservation of space in the residence halls is considered an agreement by the student to occupy such space for the full academic year for which the reservation is made. Unless released from their housing contract by Residential Programs, a student will remain responsible for both room and board charges (as applicable) for the year regardless of where they reside.

Students are expected to keep their Residential Programs Deposit at the $200 level. If damage charges are incurred during a term, repair costs will be deducted from the deposit and reflected on the monthly Statement of Accounts provided by the Student Accounts Office. This statement will also indicate the payment amount necessary to replenish the Residential Programs Deposit to the $200 level.

Applied Music Fees

The Applied Music fee is $85 per quarter-unit and is not refundable after the beginning of the term. For a complete listing of private and class applied music courses, see School of Music section of this Bulletin. These classes are considered academic, not activity, units toward graduation requirements.

Clinical Affiliation Fees

The Fieldwork Experience/Clinical Internship Fee is required of Occupational Therapy/Physical Therapy students at the beginning of the Fieldwork/Internship period:

Occupational Therapy ....................................................... $2,590
Physical Therapy ............................................................. $2,590

See course sections on Occupational Therapy/Physical Therapy for complete information.
Financing Your Education

Activity and Course Fees
The following course fees and special fees for off-campus and Physical Education activities are non-refundable after the last day to drop without record.

- Advanced Hiking/Backpacking $45
- Bowling $60
- Career Awareness (not refundable after the first day of classes) $20
- Golf $30
- Hiking/Backpacking $50
- Instrumentation in Exercise Physiology $30
- Nutrition/Energy Balance $40
- Riding $325
- Rock Climbing $45
- Sailing $175
- Scuba Diving $75
- Senior Research (Exercise Science) $30
- Kinesiology/ Biomechanics $10

Other Fees
- Application for admission (payable only once) $40
- Late Validation Fine (for payment and/or signed invoice received after the validation deadline) $100
- Payment Plan Participation Fee ($80 per semester of participation) $160
- Returned Check Fee* $25

*Two returned checks will cause check-writing privileges to be permanently revoked.

Deposits
- Advance Tuition Deposit- entering students $100
- Residential Programs Deposit - all students living on campus $200
- Lock Deposit for personal locker (refundable) $10

Payment Due Dates
All charges, including tuition, fees, and room and board are due and payable in full on or before the validation deadline each term. If waitlist activity causes a change in tuition fees, (i.e. part-time to full-time, full-time to overload), payment of the additional tuition is expected by the validation deadline or at the time of the schedule change, if later.

Students may apply for a monthly payment plan which is described in detail below.

Validation
Registrations are not complete until they are validated. Validation occurs when the signed Student Invoice is returned to the Student Accounts Office with required payment. The validation deadline for Fall 2002 is August 16, 2002. The validation deadline for Spring 2003 is January 10, 2003. Registrations not validated by close of business on the second day of classes will be canceled and students will be required to re-register on a space available basis once financial arrangements have been confirmed with the Student Accounts Office.

If students anticipate difficulties in meeting the published validation deadline, they must contact the Student Accounts Office in advance of the deadline to discuss possible options.
Financing Your Education

Option for Monthly Payment Plan
The University offers an interest free monthly payment plan to those preferring to spread their net semester direct costs over the course of the semester. Under this plan, payment of the total direct costs for the semester, less scholarships, grants, and loans, may be divided into five equal and consecutive monthly payments. The first payment is due on the published validation deadline. The four remaining payments are due on the fifteenth of September, October, November and December for the fall semester and February, March, April and May for the spring semester. This plan is offered as a service at $80 per semester of participation.

All monthly payment plan requests are subject to review and final approval by the Student Accounts Office and may be modified or canceled if payments are not made promptly when due, or at any other time when, in the judgment of the appropriate University officials, sufficient justification for such action exists. A monthly late fee of one percent will be imposed for past due payments.

Any expected financial aid that is delayed or canceled for any reason will increase the student's account balance and the final payment due in the term.

In calculating the payments due under the payment option, credit is not given for private loans, work-study awards, and certain outside scholarships that are not disbursed directly to the University. When these funds are verified or received by the Student Accounts Office, the scheduled payments will be adjusted.

Student funds from loans or scholarships received by the University must be applied to the student's account if there is any unpaid balance at the time of receipt.

Inquiries concerning payment options should be directed to the Student Accounts Office, University of Puget Sound, 1500 N. Warner Street, Tacoma, WA 98416-0075, Telephone: (253) 879-3220 or (253) 879-3221 locally or 1-888-664-4772 or by email at StuAccts@ups.edu.

Financial Assistance
Financial assistance, including scholarships, grants, work-study employment, and various types of loans, is available to qualified students on a limited basis and is described in detail in this Bulletin in the Financial Aid and Scholarships section.

Students receiving financial assistance in the form of scholarships, grants, or loans are expected to make necessary arrangements with the Office of Financial Aid and Scholarships well in advance of registration.

Registration
In the fall, incoming freshmen will register on-campus during Orientation Week (see Academic Calendar). Payment is due at the point of registration (see Payment Options below).

Incoming transfer students and continuing students will pre-register for classes with payment due by the validation deadline (see Academic Calendar). Please note that the registration process is not complete (validated) until a signed invoice is returned to the Student Accounts Office with the required payment or alternative arrangements have been made with the Student Accounts Office. A signed invoice must be returned by the validation deadline even if financial aid fully covers the amount due for the term. Registrations validated after the validation deadline, but before the close of business on the second day of classes, will be assessed a late validation fee (see Schedule of Fees and Charges). Registrations not validated by the end of the second day of classes will be canceled and students will be required to re-register on a space available basis.

Registration is not officially completed until all financial arrangements have been approved by
Financing Your Education

the Student Accounts Office. The University reserves the right to cancel the registration of any student who fails to meet his/her financial obligations when such action is deemed to be in the best interest of the University. Such action may not, however, cancel the incurred obligations on the part of the student.

The University further reserves the right to withhold grades, transcript of record or diploma, or to withhold registration for a subsequent term until all University charges have been paid and the student's account is paid in full. The University further reserves a similar right, as stated in the preceding sentence, if (1) any student loan (including Perkins) is in a past-due or delinquent status, or (2) any student has caused the University to incur a financial loss and has not voluntarily repaid the loss.

Refunds and Adjustments

All students completely withdrawing from a term or dropping down in units to effect tuition charges will be eligible for tuition charge adjustments based on the official withdrawal date as provided by the Office of the Registrar and according to the following schedule:

Withdrawal before the first day of classes - 100% tuition adjustment; withdrawal on the first or second day of classes - 100% tuition adjustment; the third day of class through the Last Day to Drop Without Record - 80%; the eleventh day of classes through the end of the third week - 50%; after the end of the third week and through the end of the fourth week - 40%; after the end of the fourth week and through the end of the fifth week - 30%; after the end of the fifth week and through the end of the sixth week - 25%; after the end of the sixth week and through the end of the seventh week - 20%; after the end of the seventh week and through the end of the eighth week - 15%; after the end of the eighth week - no refund.

Room. Room charges are not refundable after the first day of class. The terms and conditions set forth in the student housing contract remain in force for the entire academic year during which the student resides in campus housing. Students who withdraw from housing continue to be responsible for payment of the entire room charge. A pro-rated refund may be allowed if the student has received an approved medical withdrawal from the Academic Standards Committee.

Board. Refund of board charges will be made based upon the unused portion of the student's meal plan for those students who withdraw from the University before the end of a term.

Tuition adjustments are adjustments of charges assessed, and are not calculated based on payments made. A full copy of the refund policy, with examples, is on file in the Office of Financial Aid and Scholarships and the Student Accounts Office.
Director of Student Financial Services: Maggie Mittuch

Associate Director of Student Financial Services: Jackie Olsson

The University actively joins in partnership with students and families to help finance a Puget Sound education. More than sixty percent of the students enrolled at Puget Sound receive need-based assistance. Many others receive funding from scholarship, loan, and student employment programs that are not dependent on financial need. Sources of funding include the University of Puget Sound, the federal government, Washington state government, and private sources.

How to Apply

Freshmen should complete the Free Application for Federal Student Aid FAFSA (code 003797). For priority consideration, the FAFSA should be sent to the Federal Processor by February 1.

Early Decision Freshmen should complete both the FAFSA (code 003797) and the CSS/Profile (code 4067). For priority consideration, the FAFSA should be sent to the Federal Processor by February 1. The CSS/Profile form is available from high school counselors or the Puget Sound Admission Office. The CSS/Profile form should be returned by November 1 for Early Decision I or by December 1 for Early Decision II.

Continuing, Transfer, and Graduate Students should complete the FAFSA (code 003797). For priority consideration, the FAFSA or Renewal FAFSA should be returned to the processor by March 30. Students who have not received the renewal FAFSA by January 12 should file a new FAFSA on-line. Students are also encouraged to complete the University of Puget Sound Scholarship Application.

Need-Based Financial Aid Programs

Federal Pell Grant
This is a federally funded program awarded directly by the federal government to students with exceptionally high need.

Federal Supplemental Educational Opportunity Grant (SEOG)
This is a federally funded program which the University awards to students with substantial need.

Puget Sound Grant
This is a University of Puget Sound funded program which is awarded on the basis of financial need and academic merit.

Puget Sound Opportunity Grant (PSOG)
Awarded by the University to students of color on the basis of exceptional financial need, academic ability, and other financial aid awarded.

Washington State Need Grant (WSNG)
Awarded to Washington residents who demonstrate substantial financial need according to criteria established by the Higher Education Coordinating Board.
Financial Aid and Scholarships

Federal Perkins Loans
The University of Puget Sound is the lender for the Perkins Loan program. Both federal and University requirements along with fund availability determine eligibility. The interest rate for Perkins Loans is five percent and is interest free while enrolled at least half-time. Repayment begins nine months after graduation, or dropping below half-time enrollment.

Federal Subsidized Stafford Loan
Subsidized Stafford loans are need-based loans. The loans are interest free until six months after graduation, or dropping below half-time enrollment. The interest rate is variable (adjusted annually), but will not exceed 8.25 percent. A three percent loan origination fee will be deducted from the principle.

Work-Study Employment
This program provides students with opportunities to work on campus or in the local community to earn funds to pay college expenses. Work-study recipients usually work 10-15 hours per week in a variety of campus jobs. When possible, students are referred to positions which enhance their educational or career interests.

Non-Need Based Financial Aid Programs

Unsubsidized Federal Stafford Loan
Eligibility for the Subsidized Federal Stafford Loan is not need-based. Unsubsidized loans are charged interest from the time the loan is disbursed until it is paid in full. The interest rate is variable (adjusted annually), but will not exceed 8.25 percent. A three percent loan origination fee will be deducted from the principle. Students may choose to make interest payments or allow the interest to accumulate. If the interest is allowed to accumulate, the interest will be capitalized. Repayment on the principle begins six months after graduation, or dropping below half-time enrollment.

Federal Parent Loan for Undergraduate Students (PLUS)
Parents may apply to borrow up to the full cost of attendance (tuition, fees, room and board, books and supplies, transportation, and personal expenses) minus financial assistance the student has been awarded for the year. The PLUS Loan interest rate is variable (adjusted annually), but will not exceed 9 percent. A three percent loan origination fee will be deducted from the principle. Repayment of principal and/or interest begins within 60 days after the final disbursement for the year borrowed. The repayment period is up to ten years.

Private Loan Opportunities
There are many private lenders who have specialized educational loan programs. Depending on the type of loan, parents and independent students can borrow from $500 up to the cost of education per year, if the qualifying credit and income criteria are met. For more information, contact the Office of Financial Aid & Scholarships.

Employment
The University's Student Employment Office is a resource center for students seeking part-time, temporary, and summer jobs on campus or in the local community. Job opportunities are posted daily on the job board. Other resources, including maps and classified ads from the local newspaper, are also available. The office is located at 3211 North 15th.
Scholarships

Puget Sound's scholarship program is comprised of a variety of University programs, including those funded by endowment earnings and gifts. Many scholarships and grants are provided through the financial commitments of University of Puget Sound alumni and friends. The University gratefully acknowledges the value of these generous donations in making it possible for students to attend Puget Sound.

The majority of Puget Sound scholarships are offered at the point of admission to the University and are subsequently renewed provided the student meets the renewal criteria and maintain satisfactory academic progress. Scholarships are awarded for academic merit, performance excellence in music, theatre, art and forensics, National Merit designation, achievement in the humanities, mathematics, and sciences, and for interest in business and religious activities.

Academic Scholarships (Application not required)

Trustee Scholarships - $8,000 - $9,000 per year. Awarded to incoming freshmen and transfer students who demonstrate superior academic achievement indicated by grade point average and test scores. Recipients will receive notification with the offer of admission.

Marshall Trustee Scholarships - $4,000 per year. Awarded to incoming freshmen students who are National Merit Finalists and list Puget Sound as their first choice college with the National Merit Scholarship Corporation by February 1.

President’s Scholarships - $6,000 per year. Awarded to incoming freshmen and transfer students who demonstrate high academic achievement indicated by grade point average and test scores. Students who have not been selected for Trustee Scholarships are automatically considered for President’s Scholarships upon admission to the University. Recipients will receive notification with the offer of admission.

Dean’s Scholarships - $3,000 per year. Awarded to incoming freshmen and transfer students who demonstrate academic merit based on grade point average and test scores. Students who have not been selected for Trustee or President’s Scholarships will automatically be considered for Dean’s Scholarships upon admission to the University. Recipients will receive notification with the offer of admission.

Will & Susanna Thomas Scholarships - $8,000 per year. Awarded to four incoming freshmen representing the African American, Asian American, Hispanic American, and Native American communities on the basis of academic merit, as well as financial need. The Thomas Scholarship would replace any previously awarded Trustee, President’s or Dean’s Scholarship.

National Merit Scholarships - $1,000 - $2,000 per year. University of Puget Sound Merit Scholarships are awarded selectively to incoming freshmen National Merit Finalists who have indicated the University of Puget Sound as their first choice college with the National Merit Scholarship Corporation by February 1.

Business Leadership Program (BLP) Scholarships - average award $1,500 per year. Awarded to incoming freshmen and transfer students who have been accepted into the Business Leadership Program.
Financial Aid and Scholarships

Academic Scholarships (application required)
The following scholarships require a special scholarship application. All applications are available to download from the Office of Financial Aid & Scholarships Web site at www.ups.edu/FinancialAid/.

California Sealbearer's Scholarships - $1,000 - $2,000 per year. Awarded to incoming freshmen who are members of the California Scholarship Federation (CSF) and are eligible for a Gold Seal on their high school diploma.

Catharine Gould Chism Scholarships - $4,000 per year. Awarded to incoming freshmen who have demonstrated leadership abilities and an intent to major in the arts or humanities. Eligible majors are art, English, foreign language, history, music (bachelor of arts), philosophy, theatre arts, and religion.

D.S. Harder Scholarships - $2,500 per year. Awarded to an incoming freshman student from the Midwest or the East Coast who plans to major in arts or humanities. Eligible majors are art history, history, English, philosophy, religion, languages, American or Asian studies.

Leonard Howarth Scholarships - $4,000 per year. Awarded to incoming freshmen and transfer students interested in majoring in biology, chemistry, computer science, geology, mathematics, pre-engineering or physics.

Edmund F. Maxwell Foundation - $3,500 per year. Awarded to incoming freshmen who reside in the state of Washington, with preference to students from Western Washington.

The Oberto Sausage Company / Oberto Family Scholarship - $1,000 per year. Awarded to an incoming freshman student on the basis of leadership abilities and strong school and community involvement.

Pepsi-Cola Company Merit Scholarships - $1,000 one-year only. Awarded to an incoming freshman or transfer student who is a Washington state resident.

Walter Price Leadership/Community Service Scholarships - $3,000 per year. Awarded to incoming freshmen and transfer students on the basis of leadership abilities and community service involvement.

Charles Garnet Trimble Scholarships - $6,000 per year. Awarded to incoming freshmen with demonstrated strong interests in the study of Asia and undergraduate study in the liberal arts and sciences.

Religious Scholarships

Bakke Scholars Program - award amounts vary. Awarded to gifted Christian students who are academically talented and exhibit leadership capabilities and experiences through school, community or church activities.

Religious Leadership Awards - $1,000 - $4,000. Awarded to incoming freshmen and transfer students planning ordained and lay ministerial, professional church music, and missionary careers.

United Methodist Church Scholarships - $2,000 - $8,000 per year. Awarded to incoming freshmen and transfer United Methodist students with financial need.
Financial Aid and Scholarships

Talent Scholarships (audition and/or application required)
Applicants must demonstrate talent in art, forensics, music or theatre. Recipients are expected to share their talents through performance or other forms of demonstration.†

Art Scholarships - up to $2,500 per year. Awarded to students who plan to major in art.
Contact: Professor Betty Ragan, Chair, Department of Art, 253-879-3348.

Forensics Scholarships - $1,000 - $3,000 per year. Recipients will compete in intercollegiate speech and debate events.

Music Scholarships - $1,000 - $7,000 per year. Recipients are expected to take an active role in musical activities and participate either in a University performing music group or as an accompanist.

Theatre Scholarships - $1,000 - $1,500 one-year only. Recipients will serve as crew or cast members for fall and spring productions. Students are not required to major in theatre.

University Scholarship and Grant Eligibility
Eligibility for University Scholarships and Grants is limited by the following policies.
1. The total amount of university aid received cannot exceed the cost of tuition. These awards include but are not limited to: Trustee Scholarships, President's Scholarships, Dean's Scholarship, Talent Scholarships, Endowed Scholarships, University Gift Scholarships, and faculty/staff tuition remission or exchange programs.
2. The total amount of need-based federal, state or University (Puget Sound Grant) aid received cannot exceed need (Cost of Attendance – Estimated Family Contribution = Need).
3. The total aid received from all sources cannot exceed the cost of attendance.
   If a student's financial aid award must be reduced, the reductions occur in the following order: loan assistance, work-study employment, and finally grant assistance.

Additional Sources of Assistance
Veterans Aid
Programs offered by the University of Puget Sound have been approved by the Washington State Approving Agency. Questions should be referred to the Veterans Affairs Coordinator, Jones 010.

ROTC Scholarships
Army ROTC Scholarships are awarded to qualified full-time students. Through an agreement with Pacific Lutheran University, qualified students may train to serve as officers in the United States Army, either on active duty or in the Reserves, or in the Washington Army National Guard. For further information contact Army ROTC, 12013 South Park, Tacoma, WA 98447, (253) 535-8740.

All financial aid information, including program eligibility, award amounts, and loan interest rates, is subject to change.
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**Vice President for Finance and Administration:** Karen L. Goldstein  
**Associate Vice President for Finance and Controller:** Sherry Mondou  
**Director of Student Financial Services:** Maggie Mittuch  
**Director of Financial Services:** Janet Hallman  
**Associate Vice President for Information Services:** Norman D. Imamshah  
**Director of Systems and Databases:** Gerrit F. Nyland  
**Director of Technology and Desktop Support Services:** Theresa Duhart  
**Director of Networking and Server Systems:** Marc C. Young  
**Director of Operations and Administration:** Darrell W. Robertson  
**Director of Instructional Technology:** Michael Nanfin  
**Director of Human Resources:** Rosa Beth Gibson  
**Director of Student Employment:** Kim McDowell  
**Director of Business Services:** John Hickey  
**Director of Bookstore, Barbara Racine**  
**Director of Dining and Conference Services:** Bruce Bechtle  
**Director of Printing and Copying:** George Madsen  
**Director of Security:** Todd Badham  
**Director of Facilities Services:** Craig Benjamin

### Office of Vice President for University Relations
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**Director of Alumni Programs:** Sharon Babcock  
**Associate Vice President for Development:** Elizabeth B. Herman  
**Director of Corporation and Foundation Relations:** Elizabeth Collins  
**Director of Advancement Services:** Sean Vincent  
**Director of Communications:** Sandra Sarr  
**Director of Public Events:** Margaret Thorndill  
**Director of Parent Programs and Community Relations:** Marilyn M. Bailey

### Office of the Vice President for Student Affairs
**Vice President for Student Affairs and Dean of Students:** Kristine M. Bartonen  
**Associate Dean for Student Services and Director of Counseling, Health, and Wellness Services:** W. Houston Dougherty  
**Associate Dean for Student Development:** James C. Hoppe  
**University Chaplain:** K. James Davis  
**Associate Director for Residential Programs:** Shane Daetwiler  
**Associate Director for Student Activities:** Marta Palmquist-Cady  
**Associate Director for Counseling, Health and Wellness Services:** Donna Marshall  
**Associate Director for Student Services:** Monica Nixon

### Office of the Vice President for Enrollment
**Vice President for Enrollment and Dean of Admission:** George H. Mills, Jr.  
**Director of Access Programs:** Kim Bobby  
**Admission Coordinator:** Paula J. Meiers  
**Associate Director of Admission:** Christine Licht, Todd Orwig, Melanie Reed  
**Assistant Director of Admission:** Steve Saalfeld  
**Admission Counselors:** Jason Gough, Michael LeFevre, Mele Moore, Britten Snider  
**International Student Coordinator:** Carrie Penner
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Roger</td>
<td>Associate Professor, Physical Therapy BS, MS,Fd, University of Kansas, 1976, 1977 PhD, University of Maryland, 1979 BSPT, University of Washington, 1996</td>
</tr>
<tr>
<td>Anderson-Connolly, Richard</td>
<td>Assistant Professor, Comparative Sociology BA, University of Puget Sound, 1990 MS, PhD, University of Wisconsin-Madison, 1993, 1997</td>
</tr>
<tr>
<td>Anton, Barry</td>
<td>Professor, Psychology BA, University of Vermont, 1969 MS, PhD, Colorado State University, 1972, 1973</td>
</tr>
<tr>
<td>Aragon, Thomas</td>
<td>Visiting Assistant Professor, Business and Public Administration BA, Seattle University, 1965 MA, University of New Mexico, 1968 PhD, University of Washington, 1977</td>
</tr>
<tr>
<td>Baker, Bruce</td>
<td>Assistant Professor, Physical Therapy BSc, Simon Fraser University, 1987 MPT, University of Puget Sound, 1990</td>
</tr>
<tr>
<td>Balaam, David</td>
<td>Professor, Politics and Government BA, California State University-Chico, 1972 MA, PhD, University of California-Santa Barbara, 1974, 1978</td>
</tr>
<tr>
<td>Barry, William</td>
<td>Professor, Classics/History / Associate Dean BA, Whitman College, 1980 MA, PhD, University of Michigan-Ann Arbor, 1984, 1988</td>
</tr>
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<td>Barraen, Kristine</td>
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</tr>
<tr>
<td>Bass, Shana</td>
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<tr>
<td>Bauska, Barry</td>
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</tr>
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<td>Beardsley, William</td>
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</tr>
<tr>
<td>Beck, Terence</td>
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</tr>
<tr>
<td>Beezer, Robert</td>
<td>Professor, Mathematics and Computer Science BS, University of Santa Clara, 1978 MS, PhD, University of Illinois-Urbana, 1982, 1984</td>
</tr>
<tr>
<td>Benjamin, Elisabeth</td>
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</tr>
<tr>
<td>Birnbaum, Michele</td>
<td>Associate Professor, English BA, California State University-Sacramento, 1986 MA, PhD, University of Washington, 1988, 1992</td>
</tr>
<tr>
<td>Block, Geoffrey</td>
<td>Professor, Music BA, University of California-Los Angeles, 1970 MA, PhD, Harvard University, 1973, 1979</td>
</tr>
<tr>
<td>Bodine, Sigman</td>
<td>Assistant Professor, Mathematics and Computer Science MA, San Diego State University, 1991 Diplom, University of Ulm, 1992 PhD, University of Southern California, 1998</td>
</tr>
<tr>
<td>Breitenbach, William</td>
<td>Professor, History BA, Harvard, 1971 M Phil, PhD, Yale, 1975, 1978</td>
</tr>
<tr>
<td>Bristow, Nancy</td>
<td>Professor, History BA, Colorado College, 1980 MA, PhD, University of California-Berkeley, 1983, 1989</td>
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<tr>
<td>Buescher, Derek</td>
<td>Assistant Professor, Communication and Theatre Arts BA, Whitman College, 1992 MA, University of California-Davis, 1995</td>
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<tr>
<td>Butcher, Alva</td>
<td>Associate Professor, Business and Public Administration BS, Seattle University, 1964 MA, Columbia University, 1966 MBA, PhD, University of Washington, 1983, 1982</td>
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<tr>
<td>Campbell, Nelly Mognard</td>
<td>Research Professor of Geology MS, PhD, Université Paul Sabatier, 1971, 1982</td>
</tr>
<tr>
<td>Cannon, Douglas</td>
<td>Associate Professor, Philosophy BA, Harvard University, 1973 PhD, Massachusetts Institute of Technology, 1982</td>
</tr>
<tr>
<td>Casey, Michael</td>
<td>Assistant Professor, Mathematics and Computer Science BS, U.S. Air Force Academy, 1990 BS, Texas A&amp;M University, 1991 MS, California Polytechnic State University, 1994 PhD, University of California-Davis, 2000</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
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<tr>
<td>Christoph, Julie</td>
<td>Assistant Professor, English</td>
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<tr>
<td>Clark, Kenneth</td>
<td>Instructor, Genealogy</td>
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<tr>
<td>Cohen, Mirelle</td>
<td>Assistant Professor, Comparative Sociology</td>
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<tr>
<td>Cooper, Beverly</td>
<td>Instructor, English</td>
</tr>
<tr>
<td>Cooney, Terry</td>
<td>Professor, History/Academic Vice President and Dean of the University</td>
</tr>
<tr>
<td>Crane, Johanna</td>
<td>Associate Professor, Chemistry</td>
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<tr>
<td>Critchlow, Susan</td>
<td>Visiting Assistant Professor, Chemistry</td>
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<tr>
<td>Crowther, Gregory</td>
<td>Visiting Assistant Professor, Biology</td>
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<tr>
<td>Curley, Michael</td>
<td>Professor, English/ Honors Director/ University Professor of English Literature</td>
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<tr>
<td>Deaisher, William</td>
<td>Professor, Chemistry</td>
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<tr>
<td>Davis, Matthew</td>
<td>Visiting Assistant Professor, English</td>
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<tr>
<td>DeGrauw, Edward</td>
<td>Visiting Instructor, Biology</td>
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<tr>
<td>Deifell, David</td>
<td>Visiting Assistant Professor, Communication and Theatre Arts</td>
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<tr>
<td>Delsanto, Neil</td>
<td>Visiting Assistant Professor, Business and Public Administration</td>
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<tr>
<td>DeMarais, Alyce</td>
<td>Associate Professor, Biology</td>
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<tr>
<td>DeWycplement, DeWayne</td>
<td>Assistant Professor, Mathematics and Computer Science</td>
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<tr>
<td>Despres, Denise</td>
<td>Professor, English/Humanities Director</td>
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<td>Dickson, John</td>
<td>Professor, Business and Public Administration</td>
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<td>Douglas, Heather</td>
<td>Philip M. Bihls Assistant Professor of Ethics and Science, Philosophy</td>
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<td>Droge, David</td>
<td>Associate Professor, Communication and Theatre Arts</td>
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<tr>
<td>Edgoose, Julian</td>
<td>Assistant Professor, Education</td>
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<tr>
<td>Edwards, Douglas</td>
<td>Professor, Religion</td>
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<tr>
<td>Elliott, Gregory</td>
<td>Professor, Physics</td>
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<tr>
<td>Elliott, Joel</td>
<td>Assistant Professor, Biology</td>
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<tr>
<td>Evans, James</td>
<td>Professor, Physics/Science in Context Coordinator</td>
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<tr>
<td>Fast, Richard</td>
<td>Visiting Instructor, Mathematics and Computer Science</td>
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<tr>
<td>Feldman, Sabrina</td>
<td>Assistant Professor, Science</td>
</tr>
<tr>
<td>Ferrari-Comeau, Lisa</td>
<td>Assistant Professor, Politics and Government</td>
</tr>
</tbody>
</table>
Faculty

Fields, Karl: Professor and Chair, Politics and Government
BA, Brigham Young University, 1983
MA, PhD, University of California-Berkeley, 1984, 1990

Fields, Ronald: Professor, Art
BA, Arkansas Polytechnic College, 1959
MA, University of Arkansas, 1960
PhD, Ohio University, 1968

Finney, John: Associate Professor, Comparative Sociology / Associate Dean / Registrar
BA, University of Puget Sound, 1967
MS, PhD, University of Wisconsin, 1969, 1971

Foster, Robin: Associate Professor, Psychology
BS, University of Michigan-Ann Arbor, 1981
PhD, University of Washington, 1992

Garratt, Robert: Professor, English
BA, MA, San Jose State University, 1964, 1969
PhD, University of Oregon, 1972

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BA, University of Oregon, 1974
MEd, University of Puget Sound, 1978

Gertess, Christopher: Visiting Assistant Professor, History
BA, University of California, 1992
MA, PhD, University of Iowa, 1995, 2001

Goldstein, Barry: Professor, Geology
BA, Queens College-City University of New York, 1975
MS, PhD, University of Minnesota, 1980, 1985

Goleeke, Thomas: Professor, Music
BA, MA, University of Washington, 1958, 1959
DMA, Stanford University, 1966

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BS, Illinois College, 1972
MS, PhD, University of Illinois, 1975, 1978

Goodman, Douglas J.: Assistant Professor, Comparative Sociology
BS, University of Nebraska, 1983
MA, University of Minnesota, 1995
PhD, University of Maryland, 2001

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BA, PhD, University of Washington, 1972, 1981
MA, Mills College, 1975

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BA, University of Sussex, 1970
Certificate of Education, University of Manchester, 1972
PhD, Michigan State University, 1979

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BA, University of Maine-Orono, 1979
MA, PhD, Purdue University, 1982, 1986

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BA, MA, PhD, University of Washington, 1974, 1978, 1984

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BA, University of Santa Clara, 1985
MA, MAT, University of Chicago, 1986, 1990
PhD, University of Washington, 2000

Hand, W. Wade: Professor, Economics
BA, University of Houston, 1973
MA, PhD, Indiana University, 1977, 1981

Hannah, Susannah: Associate Professor, Biology
BS, California Institute of Technology, 1987
PhD, University of Washington, 1993

Hanson, John: Professor, Chemistry
BA, Whitman College, 1981
PhD, University of California-Berkeley, 1988

Harrington, Mark: Assistant Professor, Foreign Languages and Literature
BA, Butler University, 1996
MA, University of Kansas, 1998

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BA, University of California-Berkeley, 1981
MS, Boston University, 1985

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BA, Lawrence University, 1991
MS, PhD, University of Washington, 1993, 1999

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BA, Indiana University, Bloomington, 1978
MA, Leuvense Presbyterian Seminary, 1991
PhD, Graduate Theological Union, 1997

Holme, Barbara: Instructor, Education
BA, MEd, University of Puget Sound, 1965, 1978

Hommel, Charles: Instructor, Mathematics and Computer Science
BA, University of Illinois, 1972
M LTR, University of Washington, 1974

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BA, Zhejiang University, 1982
MA, PhD, China National Academy of Fine Arts, 1984, 1996

Hooper, Kent: Professor, Foreign Languages and Literature
BA, MA, PhD, Northwestern University, 1980, 1986

Houghton, Patricia: Instructor, Education
BA, Michigan State University, 1993
MEd, University of Washington, 1997
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Houston, Renee: Assistant Professor, Communication and Theatre Arts
BA, BA, University of California - Santa Barbara, 1991, 1991
MA, PhD, Florida State University, 1993, 1996

Hoyt, Timothy: Instructor, Chemistry
BA, BS, Washington State University, 1974
MS, University of Washington, 1976

Hulbert, Duane: Professor, Music
BM, MM, Juilliard School of Music, 1978, 1979
DMA, Manhattan School of Music, 1986

Hummel-Berry, Kathleen: Professor and Director, Physical Therapy
BS, MEd, PhD, University of Washington, 1975, 1978, 2001

Huie, Paul: George Frederick Jewett Distinguished Professor, Director, Business and Public Administration
BS, National Taiwan University, 1977
MBA National Chengchi University, 1979
PhD, University of California - Berkeley, 1987

Hutchinson, Robert: Assistant Professor, Music
BA, California State University-Bakersfield
MM, Northern Arizona University
PhD, University of Oregon

Jackson, Martin: Professor, Mathematics and Computer Science
BS, University of Puget Sound, 1984
MS, PhD, University of Oregon, 1985, 1990

James, Keith: Instructor, English
BA, California State University-Pomona, 1970
MA, Wayne State University, 1971

Janski, James: Associate Professor, Communication and Theatre Arts
BA, MA, Northern Illinois University, 1978, 1980
PhD, Northwestern University, 1986

Johnson, Michael: Assistant Professor, Art
RFA, University of Massachusetts, 1992
MFA, University of Cincinnati, 1995

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BA, St. Olaf College, 1989
MA, University of Minnesota, 1991

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BS, New York University, 1970
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BA, University of Maryland at College Park, 1988
PhD, Rutgers University, 1998

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BA, University of British Columbia, 1963
MA, University of California-Los Angeles, 1965
PhD, University of California-Santa Barbara, 1970

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BA, Oberlin, 1973
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PhD, Graduate Theological Union, 1988

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BA, College of William and Mary, 1990
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BA, Stanford University, 1993
MA, University of California & Santa Cruz, 1998

King, Jennice: Instructor, Education
BA, Central Washington University, 1966
MA, University of Northern Colorado, 1977
MEd, University of Puget Sound, 1993

Kirchner, Grace: Professor, Education
BA, Oberlin, 1970
MA, PhD, Emory, 1972, 1975

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BS, University of Wisconsin-Madison, 1978
MS, University of Kentucky, 1982
PhD, University of Michigan, 1980

Kline, Christine: Professor, Education / Women Studies
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BA, Mills College, 1967
MA, University of Pennsylvania, 1968
D.Fd, Rutgers, 1985

Knuren, John: Professor, Business and Public Administration
BA, MA, University of Washington, 1961, 1964
PhD, University of Oregon, 1969

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MSW, MA, PhD, University of Washington, 1975, 1986, 1992

Kontogeorgopoulos, Nick: Assistant Professor, Comparative Sociology
BA, University of North Carolina at Chapel Hill, 1992
MA, University of Toronto, 1994
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MA, Kansas State University, 1987
PhD, The American University, 1990

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Licenciatura, Universidad de Santiago de Compostela, 1991
MA, PhD, University of Nebraska-Lincoln, 1993, 1997
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BA, Reed, 1974  
MLS, State University of New York-Albany, 1975  
PhD, Indiana University, 1983

Largent, Mark: Visiting Assistant Professor, History  
BA, Minnesota State University, 1992  
MA, University of North Texas, 1995  
PhD, University of Minnesota, 2000

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BS, MS, University of Pittsburgh, 1992, 1995

Lehr, John: Associate Professor, History / Latin American Studies Program Co-Coordinator  
BA, Harvard University, 1982  
MA, PhD, University of California-Berkeley, 1986, 1993

Lindau, Martin: Clinical Associate Professor, Occupational Therapy  
BS, Albright College, 1972  
BS, Oakland University, 1986  
PhD, Ohio State University, 1977

Livingston, Lynda: Assistant Professor, Business and Public Administration  
BA, University of Texas at Austin, 1985  
MS, Texas A&M University, 1988  
PhD, University of Washington, 1996

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BA, Cornell University, 1981  
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Lowrie, Walter: Professor, History  
BA, University of Puget Sound, 1958  
MA, University of Washington, 1960  
PhD, Syracuse University, 1975

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AM, Brown University, 1994  
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BS, MS, PhD, University of Idaho, 1968, 1971, 1976

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BS, Kansas State University, 1963  
J.D, Washburn University School of Law, 1966

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MA, PhD, University of Washington, 1994, 1999

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Oakes, Gregory: Visiting Assistant Professor, Philosophy
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Orlow, Heidi: Associate Professor and Chair, Exercise Science
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BEd, University of Hawaii, 1980
MPhil, University of Puget Sound, 1992

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AB, Wellesley College, 1965
MA, University of Chicago, 1966
PhD, University of Wisconsin-Madison, 1972

Picerson, Beverly: Professor, Biology
BA, Oberlin College, 1966
MA, PhD, University of Oregon, 1969, 1973

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MDiv, Duke University, 1986
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BA, University of Washington, 1986
MA, PhD, University of Rochester, 1988, 1997

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BS, Southwest Missouri State University, 1975
MA, West Virginia University, 1976
PhD, University of Oregon, 1988

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BBA, PhD, University of Washington, 1972, 1993
MHA, Seattle University, 1980

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BS, George Fox College, 1973
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PhD, Stanford University, 1988

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BA, Seattle Pacific University, 1967
MA, PhD, University of Washington, 1979, 1984

Ragan, Elizabeth: Professor, Art
BA, Birmingham Southern College, 1958
MFA, Pratt Institute-Brooklyn, 1985

Reece, Andrew: Visiting Assistant Professor, Classics
AB, Earlham College, 1991
MA, PhD, Indiana University, 1991, 1998

Reineirt, Mark: Associate Professor, Psychology
BA, Hampshire College, 1981
PhD, University of Washington, 1987

Rex, Andrew: Professor and Chair, Physics
BA, Illinois Wesleyan University, 1977
PhD, University of Virginia, 1982

Rickoll, Wayne: Professor, Biology
BS, Rhodes College, 1969
MS, University of Alabama-Birmingham, 1972
PhD, Duke University, 1977

Riegecker, John: Professor, Mathematics and Computer Science
BA, Goshen College, 1968
MS, Northern Illinois University, 1971
PhD, University of Illinois-Chicago, 1976

Rindo, John: Associate Professor, Communication and Theatre Arts
BA, University of Wisconsin-Fau Claire, 1977
MS, PhD, University of Oregon, 1979, 1984
Sandler, Michel: Professor and Chair, Foreign Languages and Literature
BA, MA, University of Puget Sound, 1971, 1972
PhD, University of Washington, 1980

Rodgers, Steven: Instructor, Foreign Languages and Literature
BA, University of Oregon, 1979
Diplôme Supérieur d’Études Francaises, Université de Poitiers, 1980
MA, University of Oregon, 1982

Rousslang, Kenneth: Professor, Chemistry
BA, Portland State University, 1970
PhD, University of Washington, 1976

Rowland, Thomas: Professor, Chemistry
BA, Catholic University of America, 1968
PhD, University of California-Berkeley, 1975

Royce, Jacelyn: Assistant Professor, Communication and Theatre Arts
BA, University of California-Santa Cruz, 1986
PhD, Stanford University, 2000

Ryken, Amy: Assistant Professor, Education
BA, Mills College, 1985
MPH, PhD, University of California-Berkeley, 1990, 2001

Sable, Karin: Assistant Professor, Economics
BA, University of California at Davis, 1987
MA, PhD, Colorado State University, 1994, 1997

Sackman, Douglas: Assistant Professor, History
BA, Reed College, 1990
PhD, University of California-Irvine, 1997

Sager, Kevin: Visiting Assistant Professor, Communication and Theatre Arts
BS, University of Wisconsin, 1991
MS Ed, Indiana University, 1995

Sampen, Maria: Assistant Professor, School of Music
BM, University of Michigan, 1997
MM, Rice University, 1999
DMA, University of Michigan, 2002

Sandler, Florence: Professor, English
BA, MA, University of New Zealand, 1958, 1960
PhD, University of California-Berkeley, 1968

Scharer, Eric: Associate Professor, Chemistry
BS, Bates College, 1989
PhD, University of North Carolina-Chapel Hill, 1993

Schiller, Thomas: Visiting Assistant Professor, Business and Public Administration / Director, Business Leadership Program
BA, MA, Eastern Washington University, 1969, 1973
PhD, Colorado State University, 1978

Scott, David: Professor, Mathematics and Computer Science
BA, Grinnell College, 1964
MA, Brandeis University, 1966
PhD, University of Washington, 1978

Sectfield, Margaret: Clinical Professor, School of Education
BA, Central Washington University, 1959
MED., University of Washington, 1968

Shane, Donald: Professor, Politics and Government / Latin American Studies Co-Coordinator
BA, University of Michigan, 1977
MA, PhD, Stanford University, 1980, 1983

Singleton, Rose: Professor and Chair, Economics
BA, University of Wyoming, 1969
PhD, University of Oregon, 1977

Smith, Bryan: Professor and Chair, Mathematics and Computer Science
BA, University of Utah, 1974
MS, PhD, University of Idaho, 1977, 1982

Smith, Carol: Professor, Mathematics and Computer Science
BS, Birmingham Southern, 1965
MA, University of Georgia, 1968
PhD, University of Alabama, 1975
MS, Colorado State University, 1981

Smith, David: Professor, History / Dilherr National Endowment for the Humanities Distinguished Teaching Professorship
BA, Bristol University, 1963
MA, Washington University, 1965
PhD, University of Toronto, 1972

Smithers, Stuart: Associate Professor, Religion / Asian Studies Program Director
BA, San Francisco State University, 1980
MA, MPhil, PhD, Columbia University, 1984, 1985, 1992

Souza, David: Associate Professor, Politics and Government
BA, University of Rhode Island, 1982
PhD, University of Minnesota, 1991

Spaans, Sabrina: Visiting Instructor, Foreign Languages and Literature
BA, MA, University of Montana, 1991, 1995

Stambuk, Tanya: Associate Professor, School of Music
BM, MM, Juilliard School, 1982, 1983
DMA, Rutgers University, 1994

Stirling, Kathleen: Professor, Economics
BA, St. Martin's College, 1980
MA, PhD, University of Notre Dame, 1983, 1987

Stockdale, Jonathan: Visiting Assistant Professor, Religion
BA, Kenyon College, 1987
MA, University of Chicago Divinity School, 1993

Stowe, Ronald: Professor, Occupational Therapy
BA, Bethel College, 1968
MS, Virginia Commonwealth University, 1974

Sugimoto, Michael: Assistant Professor, Foreign Languages and Literature
BA, University of Minnesota, 1987
MA, PhD, Cornell University, 1989, 1999
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Institution</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swinth, Yvonne</td>
<td>Associate Professor, Occupational Therapy</td>
<td>BS, University of Puget Sound, 1984</td>
<td>1991, 1997</td>
</tr>
<tr>
<td>Tamashire, Joyce</td>
<td>Instructor, Biology</td>
<td>BS, University of Puget Sound, 1978</td>
<td>1985</td>
</tr>
<tr>
<td>Tomlin, George</td>
<td>Professor and Director, Occupational Therapy</td>
<td>BS, Massachusetts Institute of Technology, 1972</td>
<td>1996</td>
</tr>
<tr>
<td>Valentine, Michael</td>
<td>Associate Professor and Chair, Geology</td>
<td>BS, State University of New York-Albany, 1975</td>
<td>1985, 1990</td>
</tr>
<tr>
<td>Velez-Quitones, Harry</td>
<td>Professor, Foreign Languages and Literature</td>
<td>BA Washington University, 1982</td>
<td>1983, 1990</td>
</tr>
<tr>
<td>Tinsley, David</td>
<td>Professor, Foreign Languages and Literature</td>
<td>BA Colorado College, 1976</td>
<td>1982, 1985</td>
</tr>
<tr>
<td>Teranovsky, Theodore</td>
<td>Professor and Chair, History</td>
<td>BS, University of California-Los Angeles, 1963</td>
<td>1975, 1976</td>
</tr>
<tr>
<td>Tullis, Alexa</td>
<td>Associate Professor, Biology</td>
<td>BS, University of California-Berkeley, 1987</td>
<td>1994</td>
</tr>
<tr>
<td>Ulrich, Richard</td>
<td>Director/Physical Education, Athletics, and Recreation</td>
<td>BS, Eastern Illinois University, 1964</td>
<td>1973</td>
</tr>
<tr>
<td>Valentine, Michael</td>
<td>Associate Professor and Chair, Geology</td>
<td>BS, State University of New York-Albany, 1975</td>
<td>1985, 1990</td>
</tr>
<tr>
<td>Warning, Matthew</td>
<td>Assistant Professor, Economics</td>
<td>BS, Auburn University, 1983</td>
<td>1985</td>
</tr>
<tr>
<td>Weisz, Carolyn</td>
<td>Associate Professor and Chair, Psychology</td>
<td>BA Stanford, 1987</td>
<td>1992</td>
</tr>
<tr>
<td>Wells, W. Thomas</td>
<td>Assistant Professor, Exercise Science</td>
<td>BS, University of Minnesota Duluth, 1971</td>
<td>1989</td>
</tr>
<tr>
<td>Wilson, Ann</td>
<td>Clinical Associate Professor, Physical Therapy</td>
<td>BS, University of Puget Sound, 1989</td>
<td>1979</td>
</tr>
<tr>
<td>Wilson, Paula</td>
<td>Visiting Assistant Professor, Business and Public Administration</td>
<td>BA, PhD, University of Washington, 1978, 1990</td>
<td>1992</td>
</tr>
</tbody>
</table>

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Faculty

Wood, Anne: Professor, Chemistry
BS, PhD, University of Illinois-Urbana, 1966, 1970

Wood, Isaac: Associate Professor, Psychology
BA, MAT, PhD, University of Washington, 1975, 1979, 1987

Woodward, John: Professor, Education
BA, Pomona College, 1973
MA, PhD, University of Oregon, 1977, 1985

Worland, Rand: Instructor, Physics
BA, University of California-Los Angeles, 1977
MA, PhD, University of California-Santa Barbara, 1984, 1989

Yonkman, Jerry: Assistant Professor, School of Music
BA, Calvin College, 1977
MM, DMA, Indiana University, 1982, 1990

Zapf, Steven: Visiting Assistant Professor, School of Music
BM, University of Hartford, 1987
MFA, University of California at Irvine, 1992
DMA, University of Colorado Boulder, 2001

Emeriti

Albertson, Robert: Religion
BA, Northern Colorado University, 1947
BD, Garrett-Evangelical Theological Seminary, 1950
PhD, Claremont Graduate School, 1966

Anderson, Norman: Geology
BS, University of Puget Sound, 1944
MS, University of Washington, 1954
PhD, University of Utah, 1965

Annis, LeRoy: English
BA, MA, PhD, University of Washington, 1960, 1962, 1970

Baarsma, William: Professor, Business and Public Administration
BA, University of Puget Sound, 1964
MA, DPA, George Washington University, 1966, 1972

Basinger, Wilbur: Communication and Theatre Arts
BA, University of Puget Sound, 1945
MA, PhD, Northwestern University, 1947, 1958

Bauer, Wolfred: History/Associate Dean
BA, PhD, University of Washington, 1951, 1964

Bond, Alice: Physical Education
BS, University of Iowa, 1931
AM, Columbia University, 1932

Rowitch, Edith Richards: Education
BEd, Chicago Teachers College, 1942
MS, PhD, University of Wisconsin, 1962, 1967

Brown, Bert: Physics
BS, Washington State University, 1949
MS, California Institute of Technology, 1953
PhD, Oregon State University, 1963

Chandler, Lynnette: Physical Therapy
BS, Simmons College, 1961
BA, MEd, PhD, University of Washington, 1967, 1974, 1983

Clayson, Shelby: Physical Therapy
BS, University of Minnesota, 1960
MS, University of Colorado, 1966

Clifford, H James: Physics
BS, PhD, University of New Mexico, 1963, 1970

Colby, Bill: Art
BA, University of Denver, 1950
MA, University of Illinois, 1954

Combs, Ernest: Economics
BA, Washington State University, 1953
MA, PhD, Cornell University, 1955
PhD, University of Washington, 1971

Corkum, Ralph: English
BA, MA, Washington State University, 1951, 1953

Cousens, Francis: English
BA, California State University-Los Angeles, 1956
MA, California State University-Northridge, 1963
PhD, University of Southern California, 1968

Danes, Zdenek F: Physics
BS, PhD, Charles University, Prague, 1947, 1949

Davis, Thomas A.: Mathematics and Computer Science/Dean
BA, Denison University, 1956
MS, University of Michigan, 1957
PhD, Cambridge University, 1963

Duncan, Donald: Physical Education
BA, Washington State University, 1951
MS, University of Washington, 1969

Eggers, Albert: Research Professor, Geology
BS, Oregon State University, 1966
MA, PhD, Dartmouth College, 1968, 1971

English, John: Education
BA, MA, Michigan State University, 1961, 1964
PhD, University of Oregon, 1973

Graham, Ernest: Psychology
BA, Western Washington University, 1960
MS, PhD, Washington State University, 1964, 1966
JD, University of Puget Sound, 1979

Green, Annabel Lee: Education
BS, Kansas City Teachers College, 1935
MA, Northwestern University, 1941
EdD, University of Washington, 1966

Guilmot, George: Professor, Comparative Sociology
BS, MA, University of Washington, 1959, 1973
PhD, University of California-Los Angeles, 1976

Guiter, Craig: Politics and Government
BA, University of Illinois, 1943
MS, MS, University of Wisconsin, 1948, 1957
EdD, Washington State University, 1964
Faculty

Gurza, Esperanza: Foreign Languages and Literature
BA, University of Puget Sound, 1961
MA, University of Oregon, 1963
PhD, University of California, Riverside, 1974

Hansen, J. Tim: English
BA, Whitman College, 1956
MA, University of Washington, 1960
PhD, University of Oregon, 1965

Hartley, Richard: Psychology
BS, Lewis and Clark College, 1950
MA, PhD, University of Denver, 1952, 1954

Heimgartner, Norman: Education
BA, New York State University, 1952
MA, Columbia University, 1958
EdD, University of Northern Colorado, 1968

Herlinger, Ilona: Music
BA, Michigan State University, 1955
MM, University of Michigan, 1956

Hodges, Richard: Education
PhD, Oregon State University, 1952
BS, MS, Oregon College of Education, 1953, 1958
EdD, Stanford University, 1964

Holm, Marge: Occupational Therapy, OTR
BS, University of Minnesota, 1968
Med, Pacific Lutheran University, 1978
PhD, University of Nebraska-Lincoln, 1980

Hosmer, Robert: Education
BA, MA, Central Washington University, 1959, 1963
EdD, University of Oregon, 1969

Hoyt, Milton: Education
BS, MS, University of Utah, 1948, 1953
EdD, University of Colorado, 1967

Hruza, Franklyn: Business and Public Administration
BS, California State Polytechnic University, 1958
PhD, University of Wisconsin, 1972

Ihse, Charles: Comparative Sociology
BA, University of Colorado, 1964
MS, PhD, Colorado State University, 1965, 1968

Karlstrom, Ernest: Biology
BA, Augustana College, 1949
MS, University of Washington, 1952
PhD, University of California, Berkeley, 1956

Kochl, Dorothy: Business and Public Administration
BS, Purdue University, 1952
MBA, PhD, The Ohio State University, 1975, 1978

Lanza, John: Mathematics and Computer Science
BS, University of Puget Sound, 1946
MA, University of Washington, 1955

Lind, R. Bruce: Mathematics and Computer Science
BS, Wisconsin State University, 1962
MS, PhD, University of Wisconsin, 1964, 1972

Lindgren, Eric: Biology
BA, MA, Walla Walla College, 1965, 1966
PhD, University of North Carolina, 1972

Martin, Jacqueline: Foreign Languages and Literature
BA, University of Washington, 1944
MA, Boston University, 1952
PhD, University of Oregon, 1966

McDonell, Frances: Physical Education
BA, University of Puget Sound, 1940

Morris, James: Business and Public Administration
BA, MBA, Stanford University, 1940, 1947

Myles, Margaret: Music
Chicago Music Conservatory, 1946
LaFarge Studio, 1942, 1950

Nel, E. Ann: Professor, Comparative Sociology
BA, University of California-Riverside, 1959
MA, PhD, University of California-Berkeley, 1965, 1978

Nelson, Martin: Physics
BS, University of Puget Sound, 1937
MS, University of Hawaii, 1939
PhD, Ohio State University, 1942

Onclay, Alma: Music
BS, MM, Eastman School of Music, 1931, 1933
DSM, Union Theological Seminary, 1963

Overman, Richard: Religion
BA, MD, Stanford University, 1950, 1954
MTB, School of Theology, Claremont, 1961
PhD, Claremont Graduate School, 1966

Patterson, Dorothy: Music
BA, Western Washington State College
MA, University of Puget Sound, 1957

Peterson, Frank: Comparative Sociology/Associate Dean
BA, University of Puget Sound, 1950
ThM, PhD, Iliff School of Theology, 1953, 1960

Peterson, Gary: Communication and Theatre Arts
BS, University of Utah, 1960
MA, PhD, Ohio University, 1961, 1963

Peyton, Joseph: Physical Education
BA, MA, University of Puget Sound, 1967, 1971

Phibbs, Philip M.: Polities and Government/President
BA, Washington State University, 1953
MA, PhD, University of Chicago, 1954, 1957

Phillips, John: Religion/Comparative Sociology
BA, Baker University, 1942
THB, PhD, Boston University, 1945, 1948
DD, Baker University, 1967

Polley, Roy J.: Business and Public Administration.
CPA, CIA
BA, HIBA, University of Puget Sound, 1959, 1964

Potts, David B.: History/Dean
BA, Wesleyan University, 1960
MA, PhD, Harvard University, 1961, 1967

Sefarian Edward: Music
BS, MS, PhD, University of Washington, 1959, 1960, 1966

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Faculty

Slee, Frederick: Professor, Physics
BS, MS, PhD, University of Washington, 1959, 1960
1966

Sorensen, James: Dean, School of Music
BFA, MM, University of South Dakota, 1954, 1959
EdD, University of Illinois, 1971

Steiner, Robert: Education
BA, University of Washington, 1962
MS, PhD, Oregon State University, 1968, 1971

Stern, Lawrence: Professor, Philosophy
BA, Rutgers University, 1958
MA, PhD, Harvard University, 1962, 1968

Stevens, Kenneth: Art
BS, Harvey Mudd College, 1961
MFA, University of Puget Sound, 1971
PhD, University of Washington, 1966

Stueckey, Lloyd: Financial Vice President
BA, University of the Pacific, 1965

Taylor, Desmond: Library
BA, Emory and Henry College, 1953
MS, University of Illinois, 1960

Umstot, Denis: Business and Public Administration
BS, University of Florida, 1960
MS, Air Force Institute of Technology, 1967
PhD, University of Washington, 1975

VanArsdel, Rosemary: English
BA, MA, University of Washington, 1947, 1948
PhD, Columbia University, 1961

VanEnkevort, Ronald: Mathematics and Computer Science
BS, University of Washington, 1962
MS, PhD, Oregon State University, 1966, 1972

Vogel, Robert: Art
MA, MFA, University of Iowa, 1967, 1971

Waldo, Robert: School of Business and Public Administration/Dean
BS, MS, University of Colorado, 1948, 1949
MBA, PhD, Claremont Graduate School, 1966, 1972

Walker, Paul: Physical Education
BA, MS, University of Washington, 1958, 1965

Zech, Donald: Physical Education
BS, University of Notre Dame, 1954
MS, Washington State University, 1955
## Calendar 2002-2003

### Fall Semester 2002

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August 16</td>
<td>Friday</td>
<td>Open Registration for Fall closes, 4:30 pm</td>
</tr>
<tr>
<td>August 16</td>
<td>Friday</td>
<td>Validation Deadline, by mail or in person</td>
</tr>
<tr>
<td>August 24</td>
<td>Saturday</td>
<td>Residential Facilities Open for Freshmen, 9:00 am</td>
</tr>
<tr>
<td>August 24</td>
<td>Saturday</td>
<td>Board Plan Meal Service Opens, 11:00 am</td>
</tr>
<tr>
<td>August 24-Sept 2</td>
<td>Saturday-Monday</td>
<td>Orientation Week</td>
</tr>
<tr>
<td>August 31</td>
<td>Saturday</td>
<td>Residential Facilities Open for All Students, 10:00 am</td>
</tr>
<tr>
<td>August 31</td>
<td>Saturday</td>
<td>Greek Chapters Open for Continuing Students, 10:00 am</td>
</tr>
<tr>
<td>September 2</td>
<td>Monday</td>
<td>Labot Day (No classes)</td>
</tr>
<tr>
<td>September 3</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>September 4</td>
<td>Wednesday</td>
<td>Last Day to Drop with 100% Tuition Adjustment</td>
</tr>
<tr>
<td>September 5</td>
<td>Thursday</td>
<td>Add/Drop and Audit Registration Begins, 8:30 am</td>
</tr>
<tr>
<td>September 10</td>
<td>Tuesday</td>
<td>Last Day to Add or Audit Classes, 4:30 pm</td>
</tr>
<tr>
<td>September 10</td>
<td>Tuesday</td>
<td>Last Day to Exercise P/F Option, 4:30 pm</td>
</tr>
<tr>
<td>September 13</td>
<td>Friday</td>
<td>Application for May/August/December, 2003 Graduation</td>
</tr>
<tr>
<td>September 16</td>
<td>Monday</td>
<td>Last Day to Drop Without Record, 4:30 pm</td>
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<tr>
<td>September 16</td>
<td>Monday</td>
<td>Last Day to Drop with 80% Tuition Adjustment</td>
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<tr>
<td>September 20</td>
<td>Friday</td>
<td>Last Day to Drop with 50% Tuition Adjustment</td>
</tr>
<tr>
<td>September 27</td>
<td>Friday</td>
<td>Last Day to Drop with 40% Tuition Adjustment</td>
</tr>
<tr>
<td>September 30</td>
<td>Monday</td>
<td>Last Day to Withdraw With An Automatic &quot;W&quot;</td>
</tr>
<tr>
<td>October 4</td>
<td>Friday</td>
<td>Last Day to Drop with 30% Tuition Adjustment</td>
</tr>
<tr>
<td>October 11</td>
<td>Friday</td>
<td>Last Day to Drop with 25% Tuition Adjustment</td>
</tr>
<tr>
<td>October 18</td>
<td>Friday</td>
<td>Incomplete Spring/Summer Work Due to Instructor</td>
</tr>
<tr>
<td>October 18</td>
<td>Friday</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>October 18</td>
<td>Friday</td>
<td>Last Day to Drop with 15% Tuition Adjustment</td>
</tr>
<tr>
<td>October 21</td>
<td>Monday</td>
<td>Fall Break (No Classes)</td>
</tr>
<tr>
<td>October 23</td>
<td>Wednesday</td>
<td>Mid-Term Grades Due, Noon</td>
</tr>
<tr>
<td>November 4</td>
<td>Monday</td>
<td>Preliminary 2003 Summer Schedule available</td>
</tr>
<tr>
<td>November 15-22</td>
<td>Friday-Friday</td>
<td>Registration for Spring Term</td>
</tr>
<tr>
<td>November 27</td>
<td>Wednesday</td>
<td>Board Plan Meal Service Closes, 6:00 pm</td>
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<tr>
<td>Nov 28-Dec 1</td>
<td>Thursday-Sunday</td>
<td>Thanksgiving Holiday (Residential Facilities Remain Open)</td>
</tr>
<tr>
<td>December 1</td>
<td>Sunday</td>
<td>Board Plan Meal Service Opens, 4:00 pm</td>
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<tr>
<td>December 2</td>
<td>Monday</td>
<td>Open Registration for Spring Begins (Continuing &amp; Transfer Students)</td>
</tr>
<tr>
<td>December 11</td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 12-15</td>
<td>Thursday-Sunday</td>
<td>Reading Period (No Classes)</td>
</tr>
<tr>
<td>December 16-20</td>
<td>Monday-Friday</td>
<td>Final Examinations</td>
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<tr>
<td>December 20</td>
<td>Friday</td>
<td>Board Plan Meal Service Closes, 6:00 pm</td>
</tr>
<tr>
<td>December 21</td>
<td>Saturday</td>
<td>All Residential Facilities Close, 12:00 noon</td>
</tr>
<tr>
<td>January 2</td>
<td>Thursday</td>
<td>Final Grades Due, 12:00 Noon</td>
</tr>
<tr>
<td>January 7</td>
<td>Tuesday</td>
<td>Probation/dismissal meeting for Fall 2002, 9:00 am</td>
</tr>
</tbody>
</table>

### Spring Semester 2003

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>January 10</td>
<td>Friday</td>
<td>Open Registration for Spring closes, 4:30 pm</td>
</tr>
<tr>
<td>January 10</td>
<td>Friday</td>
<td>Validation Deadline, by mail or in person</td>
</tr>
<tr>
<td>January 15</td>
<td>Wednesday</td>
<td>Sorority Chapters Open for Members, 10:00 am</td>
</tr>
<tr>
<td>January 15</td>
<td>Wednesday</td>
<td>Board Plan Meal Service Open</td>
</tr>
<tr>
<td>January 18</td>
<td>Saturday</td>
<td>Fraternity Chapters Open for Members, 10:00 am</td>
</tr>
<tr>
<td>January 18</td>
<td>Saturday</td>
<td>Residential Facilities Open for all Students 10:00 am</td>
</tr>
<tr>
<td>January 19</td>
<td>Sunday</td>
<td>Board Plan Meal Service Open</td>
</tr>
<tr>
<td>January 20</td>
<td>Monday</td>
<td>Martin Luther King Jr. Birthday (No Classes)</td>
</tr>
<tr>
<td>January 21</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
</tbody>
</table>

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## 2002-2003 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 22</strong></td>
<td>Wednesday</td>
<td>Last Day to Drop with 100% Tuition Adjustment</td>
</tr>
<tr>
<td><strong>January 23</strong></td>
<td>Thursday</td>
<td>Add/Drop and Audit Registration Begins, 8:30 am</td>
</tr>
<tr>
<td><strong>January 28</strong></td>
<td>Tuesday</td>
<td>Last Day to Add or Audit Classes, 4:30 pm</td>
</tr>
<tr>
<td><strong>January 28</strong></td>
<td>Tuesday</td>
<td>Last Day to Exercise P/F Option, 4:30 pm</td>
</tr>
<tr>
<td><strong>February 3</strong></td>
<td>Monday</td>
<td>Last Day to Drop Without Record, 4:30 pm</td>
</tr>
<tr>
<td><strong>February 3</strong></td>
<td>Monday</td>
<td>Last Day to Drop with 80% Tuition Adjustment</td>
</tr>
<tr>
<td><strong>February 7</strong></td>
<td>Friday</td>
<td>Last Day to Drop with 50% Tuition Adjustment</td>
</tr>
<tr>
<td><strong>February 14</strong></td>
<td>Friday</td>
<td>Last Day to Drop with 40% Tuition Adjustment</td>
</tr>
<tr>
<td><strong>February 17</strong></td>
<td>Monday</td>
<td>Last Day to Withdraw with an Automatic &quot;W&quot;</td>
</tr>
<tr>
<td><strong>February 21</strong></td>
<td>Friday</td>
<td>Last Day to Drop with 30% Tuition Adjustment</td>
</tr>
<tr>
<td><strong>February 28</strong></td>
<td>Friday</td>
<td>Last Day to Drop with 25% Tuition Adjustment</td>
</tr>
<tr>
<td><strong>March 7</strong></td>
<td>Friday</td>
<td>Last Day to Drop with 20% Tuition Adjustment</td>
</tr>
<tr>
<td><strong>March 14</strong></td>
<td>Friday</td>
<td>Last Day to Drop with 15% Tuition Adjustment</td>
</tr>
<tr>
<td><strong>March 14</strong></td>
<td>Friday</td>
<td>Incomplete Fall Work Due to Instructor</td>
</tr>
<tr>
<td><strong>March 17-21</strong></td>
<td>Monday-Friday</td>
<td>Spring Recess (Residential Facilities Remain Open)</td>
</tr>
<tr>
<td><strong>March 24</strong></td>
<td>Monday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td><strong>March 24</strong></td>
<td>Monday</td>
<td>Mid-Term Grades Due, noon</td>
</tr>
<tr>
<td><strong>April 7-11</strong></td>
<td>Monday-Friday</td>
<td>Registration for Fall Term</td>
</tr>
<tr>
<td><strong>April 14</strong></td>
<td>Monday</td>
<td>Early Registration for Summer Begins</td>
</tr>
<tr>
<td><strong>April 21</strong></td>
<td>Monday</td>
<td>Open Registration for Fall Begins (Continuing &amp; Transfer Students)</td>
</tr>
<tr>
<td><strong>May 7</strong></td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td><strong>May 8-11</strong></td>
<td>Thursday-Sunday</td>
<td>Reading Period (No Classes)</td>
</tr>
<tr>
<td><strong>May 12-16</strong></td>
<td>Monday-Friday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>May 16</strong></td>
<td>Friday</td>
<td>Board Plan Meal Service Closes, 6:00 pm</td>
</tr>
<tr>
<td><strong>May 17</strong></td>
<td>Saturday</td>
<td>Residential Facilities Close for non-graduating students, 12:00 noon</td>
</tr>
<tr>
<td><strong>May 17</strong></td>
<td>Saturday</td>
<td>Convocation, 2 pm</td>
</tr>
<tr>
<td><strong>May 18</strong></td>
<td>Sunday</td>
<td>Baccalaureate, 10 am</td>
</tr>
<tr>
<td><strong>May 18</strong></td>
<td>Sunday</td>
<td>Commencement, 2 pm</td>
</tr>
<tr>
<td><strong>May 19</strong></td>
<td>Monday</td>
<td>Residential Facilities Close for Graduating Seniors, 12:00 noon</td>
</tr>
<tr>
<td><strong>May 28</strong></td>
<td>Wednesday</td>
<td>Final Grades Due, 12:00 noon</td>
</tr>
<tr>
<td><strong>June 4</strong></td>
<td>Wednesday</td>
<td>Probation/Dismissal Meeting for Spring 2002, 9:00 am</td>
</tr>
</tbody>
</table>

### Summer Session 2003

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May 19</strong></td>
<td>Monday</td>
<td>Term I Begins</td>
</tr>
<tr>
<td><strong>May 26</strong></td>
<td>Monday</td>
<td>Memorial Day (No Classes)</td>
</tr>
<tr>
<td><strong>June 27</strong></td>
<td>Friday</td>
<td>Term I Ends</td>
</tr>
<tr>
<td><strong>June 30</strong></td>
<td>Monday</td>
<td>Term II Begins</td>
</tr>
<tr>
<td><strong>July 4</strong></td>
<td>Friday</td>
<td>Independence Day Holiday (No Classes)</td>
</tr>
<tr>
<td><strong>August 8</strong></td>
<td>Friday</td>
<td>Term II Ends</td>
</tr>
</tbody>
</table>

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<table>
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<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
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<td>Monday</td>
<td>Term A (MAT) Begins</td>
</tr>
<tr>
<td><strong>June 23</strong></td>
<td>Monday</td>
<td>Term B (MED) Begins</td>
</tr>
<tr>
<td><strong>July 4</strong></td>
<td>Friday</td>
<td>Independence Day Holiday (No Classes)</td>
</tr>
<tr>
<td><strong>July 18</strong></td>
<td>Friday</td>
<td>Term B Ends</td>
</tr>
<tr>
<td><strong>July 21</strong></td>
<td>Monday</td>
<td>Term C (MED) Begins</td>
</tr>
<tr>
<td><strong>August 15</strong></td>
<td>Friday</td>
<td>Term A Ends</td>
</tr>
<tr>
<td><strong>August 15</strong></td>
<td>Friday</td>
<td>Term C Ends</td>
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