University Accreditation and Memberships

The University of Puget Sound is accredited by the Commission on Colleges and Universities of the Northwest Association of Schools and of Colleges and Universities, 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 of Colleges and Universities, 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.
University of Puget Sound
2003-2004 Bulletin

The information contained in this Bulletin is current as of June, 2003. Changes may be made at any time. Consult the University Website <www.upes.edu/bulletin/> for the most up-to-date information.
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The University of Puget Sound is an independent, predominantly residential, undergraduate liberal arts college with selected graduate programs that build 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 education. The undergraduate academic program, enrolling approximately 2,500 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 32 of this Bulletin. Undergraduate professional programs integrated with the liberal arts are available in business and music. The University also provides 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.

Puget Sound is large enough to offer the advantages of multiple perspectives, sophisticated technologies, and a rich array of programs, yet 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.

Puget Sound 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 of enduring value. Such an education should enable students to adapt, to alter their careers, and to assume ever greater responsibilities as new opportunities arise in a changing world. It should enable them,
The University

as well, to lead interesting, enriching, and personally satisfying lives and should prepare them to contribute 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.

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<td>Women Studies</td>
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<tr>
<td>Science, Technology, and Society</td>
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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 Prelude, a program 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 writing advisors, 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.

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.

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 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.

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 Susan Resneck Pierce Lectures in Public Affairs and the Arts, 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 the Seattle Art Museum’s Jacob Lawrence Exhibit and Mozart’s Opera Cosi 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, Vinegar Tom, A Streetcar Named Desire, and Tartuffe. Students have directed and designed such plays as Cabaret, Much Ado About Nothing, Arcadia, All My Sons, and Big Love as part of the Senior Festival. Guest artist programs, including the endowed 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 Pinkosh, 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 500-seat Schneebeck Concert Hall. Membership in student ensembles is open to all students, regardless of major.
Kittredge Art Gallery
Director: Gregory Bell

Kittredge Gallery, operated by the Department of Art, hosts a variety of exhibitions each academic year, featuring the works of regional and nationally recognized artists, 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.

Learning beyond the Classroom

Liberal learning beyond the classroom is an important component of a residential college experience. Puget Sound is a community in which each student’s education 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, a program that connects students to cultural events in the Seattle-Tacoma area, or residence hall based excursions.

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, organization of theme-living groups, 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 Cafe 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/dsa), in the daily Tattler, or as the Associated Students website (www.asups.ups.edu).
The faculty of the University of Puget Sound have designed the core curriculum to give undergraduates an integrated and demanding introduction to the life of the mind and to established methods of intellectual inquiry. Specifically the University of Puget Sound's core curriculum requirements have been established: (a) to improve each student's grasp of the intellectual tools necessary for the understanding and communication of ideas; (b) to enable each student to understand herself or himself as a thinking person capable of making ethical and aesthetic choices; (c) to help each student comprehend the diversity of intellectual approaches to understanding human society and the physical world; and (d) to increase each student's awareness of his or her place in these broader contexts. Students choose from a set of courses in eight Core areas, developing over four years an understanding of the liberal arts as the foundation for a lifetime of learning.

Core Curriculum Effective Prior to 2003-2004

Each candidate for the first baccalaureate degree, who matriculated as a first year student prior to Fall 2003 or matriculating as a transfer student in Fall 2003 shall have completed the following core curriculum. First-year students matriculating in Fall 2003, see page 11.

First Year

Communication I

Communication II

A. Oral Communication

or

B. Foreign Language

Mathematical Reasoning

First or second year

Natural World

Second Year

International Studies

Third Year

Science in Context

Fourth Year

Comparative Values

To be taken at any time

Fine Arts

Historical Perspective

Humanistic Perspective

Society

Total

12 (or 13 if Foreign Language)
## Core Courses Applicable to Core Requirements Effective Prior to 2003-2004

### Communication I
(one unit)
A course in the development and practice of written expository composition.

### Communication II
Option A (one unit)
A course in the development and practice of expressing ideas in various forms of public address

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.

### Mathematical Reasoning
(one unit)
A course to develop an understanding of mathematics and of quantitative reasoning, logical reasoning, or the algorithmic method.

### Natural World
(two units)
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.

### International Studies
(one unit)
A course to develop an understanding of the functioning of international economic, social, and political systems.

### Science in Context
(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.

### Requirements
<table>
<thead>
<tr>
<th>Course</th>
<th>To be taken during...</th>
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<tbody>
<tr>
<td>ENGL 101</td>
<td>the first year</td>
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<tr>
<td>COMM 101, 204</td>
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<td>CHIN 101/102, 201/202, 301; FREN 101/102, 201/202, 230, 240, 250, 260, 301, 311, 402, 403, 404, 480; GERM 101/102, 201/202, 207, 230, 250, 301, 311, 402, 403, 404, 480; GRK 101/102; JAPN 101/102, 201/202, 301/302; LAI 101/102; SPAN 101/102, 201/202, 220, 240, 250, 301, 311, 321, 402, 403, 404, 410, 411, 480</td>
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<td>LAS 100</td>
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<td>SCXT 305, 310, 312, 314, 318, 320, 322, 325, 328, 330, 335, 340, 341, 345, 350, 352, 360, 361</td>
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# The Core Curriculum

| Fine Arts (one unit) | A course to develop an understanding of artistic expression. | ART 275, 276, 278, 325, ENGL 220, 244, 267, FL 300, 365, HON 206, MUS 100, 220, 221, 222, 230, 274, 275, 276, THTR 270, 275 |
| Historical Perspective (one unit) | A course to develop understanding of the historical process and the relationship of the present to the past. | ASIA 144, CLSC 211, 212, CSOC 215, ECON 221, HIST 101, 102, 152, 153, 230, 231, 232, 233, 245, 247, 254, 280, 281, HUM 201, REL 200, 253, 365, STS 201, 202 |
| Society (one unit) | A course to develop an understanding of cultural, social, economic, or political systems through the use of analytical tools. | COMM 442, CSOC 103, 204, 212, 235, 316, ECON 170, EDUC 411, HON 214, IPE 250, PG 101, 104, PSYC 281, REL 112 |
Core Curriculum effective 2003-2004

Each candidate for the first baccalaureate degree, matriculating as a first year student in Fall 2003, shall have completed the following Core curriculum.

The First Year: Argument and Inquiry

- Writing and Rhetoric Seminar ............................................ 1 unit
- Scholarly and Creative Inquiry Seminar ............................. 1 unit

(These two seminars cannot count toward a major)

Years 1 through 3: Five Approaches to Knowing

- Fine Arts ........................................................................ 1 unit
- Humanistic ....................................................................... 1 unit
- Mathematical (strongly recommended in the first year) .... 1 unit
- Natural Scientific ............................................................ 1 unit
- Social Scientific .............................................................. 1 unit

Junior or Senior Year: Interdisciplinary Experience

- Connections ................................................................. 1 unit

Total ................................................................................... 8 units

Seminar in Scholarly and Creative Inquiry

See full descriptions starting on page 17.

ART 160, Chinese Painting in the West
BIOL 160, The Broken Brain
CI SC 104, Cleopatra: History and Myth
CSOC 115, Sex, Sexuality, and the Commodification of the Human Body
CSOC 120, Social Order and Human Freedom
CSOC 123, Modernization and Social Change in Southeast Asia
CSOC 125, Culture Wars: A Global Context
ECON 101, Industrial Economies and Sustainability
ECON 103, Varieties of Social Explanation
FL 115, The Problem of Theodicy
FL 125, The Quest for King Arthur
FL 150, Film, Memory, and the Imagination of Disaster
GEOL 111, Dinosaurs and the Worlds They Lived In
HIST 122, Ecotopia?: Landscape and Identity in Pacific Northwest
HIST 123, The Second World War in Europe
HIST 125, Sightings: China in European and American Perception
HON 150, History and the Construction of the Other
HUM 120, Culture and Crisis
HUM 122, Utopia/Dystopia
LAS 111, Salsa, Samba and Soccer: Popular Culture in Latin America
MATH 133, The Art and Science of Secret Writing
MUS 120, Pop Music and Its Context
PG 111, The Constitution in Crisis Times: From the Civil War to the War on Terrorism
PG 131, Islam and Its Contexts
The Core Curriculum

PHIL 104, Freedom of the Will and the Concept of a Person
PHIL 105, Democracy and Equality
PHIL 107, Making Choices About the Environment
PHIL 108, Infinity and Paradox
PHIL 109, Religion in Philosophy and Literature
PHYS 102, A Brief History of Time: A Look at Hawking’s Universe
PHYS 103, The Search for Extraterrestrial Intelligence
PSYC 145, Ethical Issues in Clinical Psychology
PT 110, Analyzing Health Care
REL 111, Joan of Arc
STS 121, Evolution and Creationism in the U.S.
THTR 111, Making Musical Theatre

Seminar in Writing and Rhetoric
See full descriptions starting on page 25.

BIOL 150, Science in the News
COMM 102, Social Scientific Argumentation
COMM 103, Rhetoric of Adventure
COMM 105, The Rhetoric of Race Relations: From Abolition to Civil Rights and Beyond
COMM 106, Science and Equality
COMM 107, Rhetoric, Film and National identity: Seminar in Writing and Rhetoric
COMM 108, Workplace Discourse: Paradoxes of Life at Work
CSOC 121, African Families and the Politics of Culture
ECON 102, Controversies in Contemporary Economics
ENGL 120, Ideas and Arguments on Stage
ENGL 121, Trauma and Memory: Critically Evaluating History through Literature
ENGL 122, Seeing Texts and Writing Contexts
ENGL 123, Individual Rights and Common Good
ENGL 124, “See What I Mean?”: The Rhetoric of Words and Images
ENGL 125, Civic Argument and the Theatre of Democracy
ENGL 126, Genre Studies in Literature
ENGL 127, An Opinion about Everything
ENGL 128, Shaping the Shadow: Argument and Insight
ENGL 129, Power and Perception: The Mirror and the Music
ENGL 130, Print Culture, Literacy, and Argument in American Life
ENGL 131, Three Big Questions
ENGL 132, Ecology of the Text
ENGL 133, Politics of Space, Public and Private
HIST 111, Scholars and Warriors in China and Japan
HON 101, Encountering the Other/Writing the Self
HUM 121, Arms and Men: The Rhetoric of Warfare
The Core Curriculum

Fine Arts Approaches (one unit)
A course to develop an understanding and appreciation of an artistic tradition and to develop skills in the critical analysis of art. This course should be taken during the first three years.

- ART 275, Studies in Western Art I: Ancient Art to Renaissance
- ART 276, Studies in Western Art II: Renaissance to Modern Art
- ART 278, Survey of Asian Art
- ART 325, History of Modern Art
- ENGL 244, Exploring Lyric Poetry
- ENGL 267, Literature as Art
- FL 365, Japanese and Asian Films
- HON 206, The Arts of the Classical World and the Middle Ages
- MUS 100, Survey of Music Literature
- MUS 220, The Broadway Musical
- MUS 221, Jazz History
- MUS 222, Music of the World’s Peoples
- MUS 230, History and Literature of Music I
- MUS 274, The Age of Haydn, Mozart, and Beethoven
- MUS 275, Romanticism in Music
- MUS 276, Twentieth-Century Music
- THTR 275, Theatre Survey

Humanistic Approaches (one unit)
A course to develop an understanding of how humans have addressed fundamental questions of existence, identity, and values and to develop an appreciation of these issues of intellectual and cultural experience. This course should be taken during the first three years.

- AFAM 101, Introduction to African American Studies
- ASIA 144, Asian Societies Past and Present
- CLSC 210, Greek Mythology
- CLSC 211, History of Ancient Greece
- CLSC 212, Ancient Rome
- CLSC 222, Greco-Roman World
- CLSC 230, The Classical Tradition
- CLSC 231, Greek and Roman Epic: Genre and Meaning
- CSOC 200, Cultural Anthropology
- ENGL 205, Biography / Autobiography
- ENGL 226, Survey of Literature by Women
- ENGL 230, Literature of the Human Experience
- ENGL 236, Literature and the Quest for Personal Identity
- ENGL 239, Loss and Renewal: American Voices, American Identity
- ENGL 255, Introduction to Shakespeare
- FL 225, The Lyric and Narrative Codes of Premodern Japanese Literature
- FL 320, Modern Japanese Literature
- HIST 101, Roots of the Western Experience
- HIST 102 (A), Western Civilization: The Rise of the Modern State
- HIST 102 (B), Western Civilization: 1650-1990
- HIST 152, American Experiences I: Origins to 1877
The Core Curriculum

HIST 153, American Experiences II: 1877 to Present
HIST 231, Modern British Society and Politics
HIST 245, Chinese Civilization
HIST 247, The Forging of the Japanese Tradition
HIST 280, Colonial Latin America
HIST 281, Modern Latin America
HON 211, Literature and the Construction of the Self
HUM 201, The Arts, Ideas, and Society: Western Tradition
HUM 206, The Classics of Russian Literature
HUM 208, Classics of East Asia
HUM 210, Power and Culture in Periclean Athens and Augustan Rome
PHIL 106, Introduction to Philosophy
PHIL 215, Ancient Philosophy
REL 101, Introduction to the Study of World Religions
REL 102, Jesus and the Jesus Traditions
REL 200, History and Literature of Ancient Israel
REL 204, Religions of the Book: Judaism, Christianity, and Islam
REL 265, Thinking Ethically
REL 365, Antisemitism and the Holocaust
STS 201, Science, Technology and Society I: Antiquity to 1800
STS 202, Science, Technology, and Society II: Since 1800

Mathematical Approaches (one unit)
A course to develop a variety of mathematical skills, an understanding of formal reasoning, and a facility with applications. This course should be taken during the first three years.

CSCI 161, Introduction to Computer Science
CSCI 261, Computer Science II
HON 213, Mathematical Reasoning: Foundations of Geometry
MATH 103, Introduction to Contemporary Mathematics
MATH 121, Calculus and Analytic Geometry I
MATH 122, Calculus and Analytic Geometry II
MATH 221, Multivariate Calculus
MATH 232, Linear Algebra
MATH 257, Finite Mathematics
MATH 258, Calculus for Business, Behavioral and Social Sciences
MATH 271, The Elements of Applied Statistics
MATH 272, Intermediate Applied Statistics
PHIL 172, Logic and Language
PHIL 273, Formal Logic

Natural Scientific Approaches (one unit)
A course to develop an understanding of scientific methods and to acquire knowledge of the fundamental elements of one or more natural sciences. This course should be taken during the first three years.

BIOL 101, Introduction to Biology
BIOL 111, Principles of Biology
BIOL 112, Diversity of Life
BIOL 121, Introduction to Human Biology
CHEM 110, Fundamental Chemistry I
CHEM 111, Fundamental Chemistry II
CHEM 230, Chemical Analysis and Equilibrium
CHEM 250, Organic Chemistry I
CHEM 251, Organic Chemistry II
ENVR 105, Environmental Science
GEOL 101, Physical Geology
GEOL 102, Time, Life, and Rocks
GEOL 104, Physical Geology of North America
GEOL 105, Oceanography
GEOL 110, Regional Field Geology
PHYS 105, Historical Development in the Physical Sciences: Classical Physics
PHYS 106, Historical Development in the Physical Sciences: Modern Physics
PHYS 107, Light and Color
PHYS 109, Astronomy
PHYS 110, Stellar and Galactic Astronomy
PHYS 111, General College Physics
PHYS 112, General College Physics
PHYS 121, General University Physics
PHYS 122, General University Physics
PHYS 205, Physics of Music
PHYS 221, Modern Physics I
PHYS 222, Modern Physics II
PHYS 299, The History and Practice of Ancient Astronomy

Social Scientific Approaches (one unit)
A course to acquire an understanding of theories about individual or collective behavior within a social environment and of the ways that empirical evidence is used to develop and test those theories. This course should be taken during the first three years.

CSOC 103, Social Problems
CSOC 204, Social Stratification
CSOC 212, Gender in American Society
CSOC 235, The Sociology of Popular Culture
ECON 170, Contemporary Economics
EDUC 411, Schools in American Society
HON 214, Social Scientific Approaches to Knowing
IPE 201, Introduction to International Political Economy
PG 101, Introduction to U. S. Politics
PG 102, Introduction to Comparative Politics
PG 103, Introduction to International Relations
PSYC 281, Social Psychology
RELI 112, Archaeology and Religion
The Core Curriculum

Connections (one unit)
A course to develop an understanding of the interrelationship of fields of knowledge. This course is to be taken after completion of all other University core requirements, in the junior or senior year. Must be taken at Puget Sound. This core requirement will be fully in effect in 2005-2006. Many courses will be added to this list in the next two years.

ASIA 344, Asia in Motion
COMM 340, Gender and Communication
CSOC 480, Informed Seeing
FL 375, Narrating the nation: Japanese Literature and Modern Identity
HUM 307, Shanghai and Tokyo in the 1920s
HUM 310, Postmodernism and Japanese Mass Culture

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

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<tr>
<th>Prefix</th>
<th>Department/Program</th>
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<tbody>
<tr>
<td>ART</td>
<td>Art Department</td>
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<tr>
<td>ASIA</td>
<td>Asian Studies Program</td>
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<td>BIOL</td>
<td>Biology Department</td>
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<tr>
<td>BUS</td>
<td>School of Business and Leadership</td>
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<td>CHEM</td>
<td>Chemistry Department</td>
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<td>CHIN</td>
<td>Chinese (Foreign Languages &amp; Literature)</td>
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<td>CLSC</td>
<td>Classics Department</td>
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<td>COMM</td>
<td>Communication Studies</td>
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<td>CRDV</td>
<td>Career Development</td>
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<td>CSCI</td>
<td>Computer Science (Mathematics &amp; Computer Science)</td>
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<td>CSOC</td>
<td>Comparative Sociology Department</td>
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<td>ECON</td>
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<td>MATH</td>
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<td>MUS</td>
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<td>OT</td>
<td>Occupational Therapy Program</td>
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<td>SCXT</td>
<td>Science in Context</td>
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<td>SIM</td>
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<td>Program in Science, Technology, and Society</td>
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<td>WMST</td>
<td>Women Studies Program</td>
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Seminar in Scholarly and Creative Inquiry

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.

Seminar in Scholarly and Creative Inquiry

Purpose
The purpose of this core area is to introduce students to the processes of scholarly and creative inquiry through direct participation in that inquiry. Students in a Scholarly and Creative Inquiry Seminar gain a degree of mastery that comes with deep exposure to a focused seminar topic. They increase their ability to frame and explore questions, to support claims, and to respond to others' questions and differing opinions. Finally, students develop and demonstrate their intellectual independence by engaging in substantive written work on the topic in papers or projects.

Seminar Offerings

ART 160 Chinese Painting in the West Chinese painting represents one of the most unique art traditions in human civilization. This thousand-year-long visual art was dramatically exposed to the West at the turn of the twentieth century. Since then it has become an inseparable cultural element in the making of modern Western society, especially of American society, via various ways like market request, public interest, and academic inquiry. A fascinating scenario of cultural clash in which Chinese painting has merged into Western cultures is carefully examined from a multi-disciplinary perspective. The features of Chinese painting, the changing time, space and context of evaluating those features in the West and its impact on Western society is approached through slide lectures, museum visitation, intensive and extensive reading, scholarly writing, group discussion, and class presentation. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

BIOL 160 The Broken Brain An introduction to the human brain and brain dysfunction. Students explore the experiences of and the biology underlying four common brain dysfunctions: Tourette's syndrome, Schizophrenia, Autism, and Alzheimer's disease. Sources include novels, movies, and popular science articles. The course develops skills in critical reading, thinking and writing. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

CLSC 104 Cleopatra: History and Myth Who was Cleopatra? Even the plain facts about her life are hard to come by. To the Romans, she was the foreign queen who tried to steal their empire and who represented the most dangerous threat to their civilization in 200 years; to the Egyptians she was a goddess incarnate, the universal mother, and a liberator who came to free them from oppression. But perhaps more intriguing are the images that have appeared since her death: to Shakespeare she was a tragic lover, to Chaucer she was the model of a good wife; to painters of the Renaissance she was a passive victim, to writers imbued with Romanticism she was a femme fatale; to post-Enlightenment colonialists was an exotic Easterner; to Hollywood she has been a temptress, a sex-kitten, and a vamp. This course examines the depictions of Cleopatra in a variety of
Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

CSOC 115 Sex, Sexuality, and the Commodification of the Human Body This course explores the apparent contradictions between the concepts of social order and individual freedom. It focuses on the patterns of human behavior and the factors that determine them. The course provides 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 order to draw 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. This course introduces students to the processes of scholarly and creative inquiry through deep exposure to a focused seminar topic. 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 order to draw 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. This course introduces students to the processes of scholarly and creative inquiry through deep exposure to a focused seminar topic.

CSOC 120 Social Order and Human Freedom This course explores the apparent contradictions between the concepts of social order and individual freedom. It focuses on the patterns of human behavior and the factors that determine them. The course provides 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 order to draw 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. This course introduces students to the processes of scholarly and creative inquiry through deep exposure to a focused seminar topic.

CSOC 123 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 order to draw 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. This course introduces students to the processes of scholarly and creative inquiry through deep exposure to a focused seminar topic.

CSOC 125 Culture Wars: A Global Context The central aim of the course is to analyze, evaluate, and critique the dominant interpretations and perspectives regarding the cultural divide between the western and non-western world. Accordingly, a central theme underlying the course is
the persistence of the cultural divide between western and non-western societies and its impact on reproducing the understanding of the "other" that is constructed. Students critically examine this theme about the persistence of the cultural divide so as to develop a more informed and mature appreciation of the complexities that shape cross-cultural and certain international problems. The material is designed to challenge students' appreciation of the forms of socio-cultural forces and contradictions that create and shape macro level problems. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

ECON 101 Industrial Economies and Sustainability  This course in scholarly and creative inquiry is divided into two parts. First the course engages in a macro-level analysis, conducting a brief historical analysis of the concepts of ecosystems and sustainability and then considering how human systems integrate with or impact ecosystems in sustainable or unsustainable ways. The course works with and interprets data on material flows, waste generation, and environmental degradation and ask how these data should be used and what information they embody. In the review of data, students necessarily explore issues of scale, measurement, and targets. The exciting part of the work is in the second part, the micro-level analysis. Here students consider the industrial economies response to ecosystem concerns and social goals of environmental sustainability. After reading, writing, discussing and debating, students embark on a research project, with the goal of further informing the discourse on the industrial economy and sustainability. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

ECON 103 Varieties of Social Explanation  This course examines the topic of social explanation, in particular the varieties of different forms of social explanation deployed within the social and human sciences. The underlying assumption of the course is that different social sciences and different research programs within the various social sciences, employ fundamentally different explanatory strategies in their efforts to understand various aspects of society and social action. These explanatory strategies include, but are not restricted to: functionalism, structuralism, rational choice, behaviorism, statistical explanation, narrative, and biological reductionism. Course readings come from a range of different sources, both primary and secondary, and inform a variety of different writing assignments including one substantive research paper. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

FL 115 The Problem of Theodicy  This course explores the conundrum of "reconciling the goodness and justice of God with the observable facts of evil and suffering in the world" by means of intensive interaction with philosophical, literary, and religious texts. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

FL 125 The Quest for King Arthur  A survey of classical texts of the Arthurian tradition from Celtic sources to Malory. Principal themes for discussion and intensive writing include oral poetry and the written word, Middle Latinity and the rise of vernacular literature; Arthurian values and heroic ideals; literature and cultural identity; heroic prowess, courtly love, and gender; the quest and search for identity. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

FL 150 Film, Memory, and the Imagination of Disaster  Historian Hayden White has speculated that the current difficulty in remembering historical events—perhaps exemplified most notoriously in Oliver Stone's JFK—may reflect a breaking point in modern epistemology's ability to regulate knowledge of objects or events. In particular, catastrophes such as the Holocaust and the atomic destruction of Hiroshima and Nagasaki may 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
Seminar in Scholarly and Creative Inquiry

and the fictive no longer hold. In this writing intensive course, students study the role of film in the production of social memory, regarding the narrating and remembering of the previously unimaginal. Although films are primarily analyzed for their thematic content, an introduction to the formal analysis of visual texts are added to the task of developing academic writing skills. Thus, students are invited to integrate a more rigorous semiotic and scholarly approach to otherwise more traditional literary analyses of film. Taught in English. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

GEOI 111 Dinosaurs and the Worlds They Lived In Dinosaurs, or their remains (fossils), have been discovered all over the world and from the time they were first recognized in the mid-nineteenth century a very large amount of literature has been generated about these fascinating beasts. Some of what has been written is based on scientific observations; some has been pure fantasy; much is somewhere in between. In this seminar students examine what paleontologists, past and present, have told us about the animals called dinosaurs and also look at how dinosaurs are portrayed by artists, non-scientists writing in the popular press (newspapers, magazines), writers of fiction, and even some movies. Seminar participants are able to separate some of the truths from some of the fictions to learn about what dinosaurs really were, and about how, when, and where they lived. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

HIST 122 Ecotopia?: Landscape and Identity in Pacific Northwest In his novel Ecotopia, Ernest Callenbach envisioned Northern California, Oregon, and Washington separating from the USA to become a break-way “green” republic. Using this imagined place as a kind of base camp, this course explores the multifaceted relationship between landscape and human identity in the region. Probing historical documents, literature, painting, photography, and architecture and landscape itself in field trips, students investigate how different peoples have encountered, experienced, and represented the environment in the Pacific Northwest and how, in turn, the environment has shaped their sense of who they are. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

HIST 123 The Second World War in Europe The course begins by placing the Second World War within the concept of total war that emerged with growing scale of warfare experienced in the First World War. Attention is given to the causes of the war in light of the failure of the Treaty of Versailles and the rise of fascism. The course traces the success and defeat of the Axis powers in Europe between 1939 and 1945. Emphasis is placed on the plight of the Jews and the challenges that faced all civilians during the course of the war. The course ends with an analysis of the legacy of the Second World War in Europe. Satisfies the Scholarly and Creative Inquiry core requirement.

HIST 125 Sightings: China in European and American Perception China as an idea and a destination long has held fascination for European and American travelers and has entered the popular imagination of their compatriots 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 intellectual processes of inquiry, discovery, and exposition, as well as the methodology of historical scholarship—determination of the uses and quality of evidence, the search for correlative data, and the creation of tenable historical interpretations and arguments. Satisfies the Scholarly and Creative Inquiry core requirement. Offered every other year; not offered 2003-2004.
Seminar in Scholarly and Creative Inquiry

HON 150 History and the Construction of the Other  This course is designed to meet the special goals of the Honors Program as well as the goals of the Seminar in Scholarly and Creative Inquiry. It aims to analyze a continuing theme in the evolution of Western historical method from ancient Greece to the present, and in the process to introduce students to the works of a number of important historians from ancient Greece to the American twentieth century. The course concentrates on the differing methods of historical inquiry and poses larger questions about how cultures construct and reconstruct their past. The central theme of the course is the encounter with the other, though the particular way of approaching that theme varies from year to year. Through a critical reading of the texts of such historians as Herodorus, Bede, Bernal Diaz del Castillo, and William Cronon, students gain an understanding of the process of change and continuity in the values and institutions of Western civilization. Prerequisite: admission to the Honors Program. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

HUM 120 Culture and Crisis  A first-year seminar investigating the ways in which individuals and communities respond to cultural crisis and transformation, i.e. those historical moments when traditional and dominant beliefs and practices are called into question and reevaluated. Students are introduced to the scholarly method through in-depth, interdisciplinary study of two or three historical moments. Writing in the course will be a way to discover and explore ideas. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

HUM 122 Utopia/Dystopia  What is human nature? Is it malleable or fixed? What is human happiness? Can human beings live together in harmony? What is the perfect society? Is it possible to achieve such a society? What is the proper role of government in it? How much individual freedom or dissent can be tolerated in it? In a historical survey of utopianism and anti-utopianism, students discover how selected writers and communitarians have answered these questions in theory, fiction, and practice. This class considers the evolution of utopianism (the concept of an ideal society) and its criticism (anti-utopianism) in Western thought from ancient times to the twenty-first century. Readings vary from year to year, but may include Plato's Republic, More's Utopia, Voltaire's Candide, Hawthorne's Blithedale Romance, Gilman's Herland, Bellamy's Looking Backward, Zamyatin's We, Skinner's Walden Two, and documents from actual utopian communities. Satisfies the Scholarly and Creative Inquiry Seminar core requirement. Offered every other year; offered Spring 2004.

LAS 111 Salsa, Samba and Soccer: Popular Culture in Latin America  This first-year seminar considers the intersections of gender, race and class in the production of popular culture as an introduction to and a way to understand Latin America. Beginning with introductory historical and theoretical frameworks, the class examines a variety of contemporary forms of popular culture: popular religious symbols and rituals, secular festivals, music, dance, food and sports. Along the way, the class explores the tensions between elite and popular cultures; popular culture as resistance or opposition; attempts by the state to manage popular culture as a symbol of national identity or a form of social control; the relation of popular culture to mass and commercial culture; and the migrations of cultural forms between Latin American countries and the rest of the world. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

MATH 133 The Art and Science of Secret Writing  This first-year seminar studies the mathematics of encryption, a science known as cryptology. Considerable attention is given to the military and social history of cryptography and the public-policy questions raised by its increasing use in conjunction with the Internet. However, the focus is on the use of mathematics to create and analyze encryption algorithms, so students need the equivalent of four years of high school math-
Seminar in Scholarly and Creative Inquiry

A variety of practical exercises require the use of specialized software and email programs, so the student should be willing to use unpolished programs on the Windows platform. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

MUS 120 Pop Music and Its Context This course introduces students to the processes of scholarly and creative inquiry by taking popular music and looking beyond its familiar auditory surface to its musical, political, and religious context. The seminar centers on the work of three artists (Paul Simon, Madonna, and U2), all performers who have become vital cultural forces altering our views of politics, gender, cross-cultural interactions, and spirituality in today's society. Each song and artist calls up a host of questions and issues: What does the title mean? What is being signified by the diverse musical styles represented? Could there be a deeper meaning to the text? Do the artists have a political or spiritual agenda? Are there ethical and moral issues to consider in the production of music? Through discussions, debates, listening, and assigned readings students are guided towards framing interesting questions, identifying important issues, and uncovering appropriate and creative methodologies. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

PG 111 The Constitution in Crisis Times: From the Civil War to the War on Terrorism Wars and crises have led to great expansions of presidential power and, often, sharp restrictions on civil rights and liberties in the United States. Seminar participants explore the historical development of the "imperial presidency" and our experiences with civil liberties in crisis and wartime. They assess post-9/11 assertions of presidential power to civil liberties in light of their understanding of our experiences with the Constitution in crisis times. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

PG 131 Islam and Its Contexts This seminar provides an introduction to Islam that enables students to understand the origins and history of Islam as well as to recognize the global diversity of practices that make up contemporary Islam. Emphasis is placed on the relationship between sacred texts (the Quran and hadith, or early commentaries on the Quran), their interpretation, and the local practices that they inform. Students explore the relationship between current Islamic interpretations and the texts that serve as their foundations. The course considers topics widely discussed in the United States such as family law (sharia), women's rights, and questions regarding the concept of jihad. The primary (though not exclusive) comparison is between readings focused on the context of the Middle East and those describing Islamic practices in Southeast Asia. Satisfies the Scholarly and Creative Inquiry seminar core requirement.

P111. 104 Freedom of the Will and the Concept of a Person The concept of a person is as central to our self-understanding as it in to western philosophy. This first-year seminar explores this important concept through direct immersion in two areas of contemporary debate. The first concerns freedom. Persons, it is thought, have at least some degree of autonomy. This belief in free will, however central to our moral outlook, seems threatened by advances in biology and psychology. Must we give up our belief in free persons or change our moral practice if it turns out that everything we do is determined by forces outside our control? The second debate concerns identity and change. Persons, it is thought, are complex entities that persist through time and survive radical change, perhaps even death. How do we say that this person now, after some change, is the same person she was then before the change, and not some new person? What principles are implicit in our everyday judgments concerning personal identity? Readings in the course are drawn from both classic and contemporary sources. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.
Seminar in Scholarly and Creative Inquiry

PHIL 105 Democracy and Equality  The American political tradition has been ambivalent about equality as a political ideal. Yet most would argue that democracy means equality in at least some respect, and many have argued that democracy -- and even liberty -- are impossible without equality in respect of economic status. These perennial political issues stand at the center of a first year seminar in which students investigate, criticize, and formulate for themselves important philosophical considerations, in one direction or another, on the meaning of civil equality, on distinctions among legal, political, social, and economic equality, and on the defensibility of various conceptions of equality as democratic ideals. Readings are drawn from influential political theorists of the past and from philosophical inquiries of recent decades. Not only do students consider the question of equality within a political community, but the class also addresses the moral claims of equality across political boundaries and even in the global context that has so particularly concentrated our recent attentions. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

PHIL 107 Making Choices About the Environment  This course introduces students to three central areas of philosophy and relates them to contemporary environmental issues. Students read from classic philosophical texts in epistemology, ethics, and political theory, and are thus introduced to philosophical reasoning. These texts are also studied with an eye towards shedding light on key aspects of environmental policy-making: what do we do now, what is right, and how should we collectively choose a course of action. Students come to understand the complexity involved in answering these questions by applying the philosophical insights directly to a contentious environmental policy problem, such as global climate change, ozone depletion, biodiversity loss, and toxic pollution. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

PHIL 108 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 in this paradox. This course moves from philosophical perplexity about such paradoxes to mathematical theories that define different notions of infinity, compare infinite sets, and discern an infinite progression of distinct transfinite numbers. Whether these theories are coherent -- and more than a fantasy -- remains a matter of controversy. As a mathematical inquiry, this course inculcates techniques of abstraction, definition, proof and calculation. It also invites reading, discussion, and writing on some of the most fascinating and persistent of philosophical problems. Prerequisite: strong background in high school mathematics, including successful completion of a pre-calculus course. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

PHIL 109 Religion in Philosophy and Literature  With the aid of an active and interested professor, students read, write about, and discuss religious and anti-religious views expressed in philosophical and literary works. Topics include whether there are reasons for and against religious beliefs, whether reasons are needed, and the connection of religion to morality. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

PHYS 102 A Brief History of Time: A Look at Hawking's Universe  What is our place in the universe? What existed at the beginning of space and time? Where did the universe come from -- and where is it headed? The aim in this course is nothing short of an attempt to glimpse the picture of reality that is emerging from current results in physics as scientists uncover the grail of science -- the Theory of Everything (ToE). From supergravity to supersymmetry, from quantum theory to M-theory, from holography to duality, modern physics is defined as including relativity, quantum theory, and everything that is based on these theories. The course uses Stephen
Seminar in Scholarly and Creative Inquiry

Hawking's new book, *The Universe in a Nutshell*, the sequel to *A Brief History of Time*, as the focus of the course, supplementing the topics discussed with material from a conventional conceptual physics text and other sources. No prior experience with physics will be assumed. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

**PHYS 103 The Search for Extraterrestrial Intelligence** Are we the only sentient beings in the universe? What is the likelihood that others exist in the cosmos? Can they visit us? Can we communicate with them? *Where are they?* This seminar examines the last fifty years of the scientific search for intelligent life off the earth. The occurrence of intelligence on a planet depends on astrophysical, biological, and environmental factors. This course investigates these factors in an attempt to estimate the number of civilizations within our galaxy. The class also examines the pessimistic view that we are truly the only intelligent life in the galaxy based on the lack of extraterrestrial artifacts within the solar system. In order to gain an appreciation of the main instrument used in SETI, the class constructs and use a simple radio telescope. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

**PSYC 145 Ethical Issues in Clinical Psychology** This course investigates a range of controversial topics in the clinical field. Students develop familiarity with a variety of research approaches. Topics include: personality theories, the role of therapy in behavioral change, ethics in diagnosis and treatment, community psychology, and family violence. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

**PT 110 Analyzing Health Care** Students in this course study scholarly and creative inquiry working within a theme of explorations of issues in health care. Students first consider the nature of evidence, types of evidence gathering and analysis. After building a foundation of understanding of this material through several practical exercises, students work in small groups to complete library research projects. The projects may explore any of a variety of issues, which may include forces affecting the health care system itself, studies into how epidemiological discoveries are made, explorations of how effectiveness of medical procedures is determined, and explorations into the human experience of patients and practitioners. Each student produces an independent written document based on their library or other media research. Working within their small groups, students further explore the process of scholarly and creative inquiry by sharing their findings in a panel discussion format. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

**RFI 111 Joan of Arc** The history of Joan of Arc is nothing short of remarkable and provides much fodder for exploring questions about the leadership roles of women in western society, ideological constructions of gender and sanctity, historical movements in charismatic and popular constructions of gender and sanctity, historical movements in charismatic and popular piety in relationship to institutionalized authority, the cultural alliances between religion and politics that are the legacy of the Middle Ages, and the evolution of a unique "myth" - one that remains potent to the present day in devotional traditions, literature and films - that heaven intervened through a simple young woman to alter the course of human events and transform the trajectory of history. The course's approach is to examine Joan of Arc both in the ambivalence with which she was regarded in her own era, and as a heroine subsequent generations down to the present day. The course looks at the varied historical record on what Joan said and did herself, as well as what others have said and done about her, examining the trial documents, correspondence, chronicles, novels, plays and films concerning her brief life, beginning in the fifteenth century and moving up to contemporary U.S. culture. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.
Seminar in Writing and Rhetoric

STS 121  Evolution and Creationism in the U.S.  This course examines the historical and contemporary debates between American evolutionists and creationists from the late nineteenth century until the present. Using primary source material, including newspaper accounts, speeches, debates, scientific articles, and scholarly books, students investigate a variety of claims and explore the authors' underlying assumptions, goals, and contexts. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

THTR 111  Making Musical Theatre  This course focuses on the role of writer and the director in the process of making musical theatre. Students are exposed to the history of the musical, with special attention to how the greatest librettists and lyricists shape the structure of the musical. Students engage in active scholarly research about the process of making a musical, but attention is also given to creating original musicals. Particular emphasis is placed on developing students' abilities in making individual aesthetic choices, a key component in the University's core curriculum mission statement. Satisfies the Scholarly and Creative Inquiry Seminar core requirement.

Seminar in Writing and Rhetoric

Purpose
In each Seminar in Writing and Rhetoric, students encounter the two central aspects of the humanistic tradition of rhetorical education: argumentation and effective oral and written expression. Students in these seminars develop the intellectual habits and language capabilities to construct persuasive arguments and to write and speak effectively for academic and civic purposes.

Seminar Offerings

BIOL 150  Science in the News  This course examines how the media presents science to the public, and it offers extensive practice in communication, both written and oral. Students critically analyze the rhetorical devices used in formal scientific communications and mass media science "stories." The class pays particular attention to how and why the "message" changes as it makes its way from scientific publications to the mass media. Students have the opportunity to apply their analytical and rhetorical skills to a "science in the media" topic of their choosing. Satisfies the Writing and Rhetoric Seminar core requirement.

COMM 102  Social Scientific Argumentation  This course considers the nature of social scientific arguments and the standards used to judge "good" social science. Students learn how to read and interpret the literature in social scientific journals, discuss issues related to the philosophy of the social sciences, study basic experimental design, and consider standards of peer review and ethical treatment of human subjects. These issues can be used to explore how social scientific evidence is used to formulate and document public policy arguments. The goal is to encounter two central aspects of the humanistic tradition of rhetorical education: argumentation and effective oral and written expression. Satisfies the Writing and Rhetoric Seminar core requirement.

COMM 103  Rhetoric of Adventure  Adventure stories provide thematic backbone to contemporary nation building enterprises as they foreground the acts of heroes in the exploration of new territories; justify the taken-for-granted assumptions of the colonial subject; establish relationships based upon race, gender, and class; and privilege adventurer's epistemologies into the spaces and placed entered. Specifically, this course focuses on the processes of representation and narrative within contemporary mountaineering discourse pertaining to Mount Everest and the Himalayas. The course is broken into two interrelated components. In the first section the class reads and analyzes works
about mountaineering from climbers such as Jamling Norgay, Jon Krakauer, and Lene Gammelgaard. In this section, students pose and make arguments for questions such as “what makes a hero” and “what are the ethics of mountaineering?” In the second section, students read those texts as constitutive representations pertaining to nation and empire, race and gender, and colonialism. Over the course of the term, students research a geographical location and time period in process toward a final project. For this project students present written and oral arguments regarding the interrelationship between an “ethic of mountaineering” and their selected location, analyze the narratives of that location, and provide context to the roles of adventure narratives within contemporary culture. Satisfies the Writing and Rhetoric Seminar core requirement.

COMM 105 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 Writing and Rhetoric Seminar core requirement.

COMM 106 Science and 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 and debate presentations on contemporary and historic policy issues as well as research essays on key issues and figures in this historical debate. Students also gain experience in rational deliberation over topics that can elicit strong emotions. Through course assignments each class member will examine critically his or her own beliefs about social equality and social justice. Satisfies the Writing and Rhetoric Seminar core requirement.

COMM 107 Rhetoric, Film and National identity: Seminar in Writing and Rhetoric
This course approaches the study of argumentation using popular film as primary source material. Film texts provide the basis for critical examination of public disputation about the politics of public memory and collective identity. The course is concerned with both argument through film and argument about film in other public venues. This course links film and national identity to gender, race and social class. Some films included in this course have an “R” rating, such as “JFK” and “Born on the 4th of July.” Satisfies the Writing and Rhetoric Seminar core requirement.
COMM 108 Workplace Discourse: Paradoxes of Life at Work This seminar is designed to investigate and analyze discourse on the subject of work. In particular it 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 Writing and Rhetoric Seminar core requirement.

CSOC 121 African Families and the Politics of Culture The African people puzzle their observers, for they seem both traditional and modern at the same time. Although Africa is the most ancient continent and has the greatest degree of cultural and linguistic diversity found in the world, it is one of the least understood areas by many people, including Americans. Furthermore, much understanding of African peoples and cultures comes from popular sources such as newspapers, magazines (National Geographic), and Hollywood films. Using the tool of rhetoric, the study and practice of persuasive and effective communication in oral, written, and visual forms, this course challenges students to critically analyze and evaluate representations of Africa and Africans. Students engage in the art and pragmatics of careful listening, and the crafting of convincing verbal expressions properly informed by an understanding of audience, purpose, and context. Satisfies the Writing and Rhetoric Seminar core requirement.

ECON 102 Controversies in Contemporary Economics This seminar introduces argumentation through a wide variety of controversial public policy issues and social problems. The class explores how the US economy works and how economic incentives and institutions are related to social problems. For each issue or problem, the class develops a theoretical analysis and evaluation of alternative economic policies. A key aspect of the analysis is evaluating the value judgments inherent in many social policies. Depending (to some degree) on the interests of the students, issues and problems the course addresses include: economic growth, the federal deficit, trade policy, monopoly, poverty and welfare, the minimum wage, environmental degradation, health care provision, the economics of higher education, and the economics of crime. This introduction to augmentation is coupled with developing the student's skills in oral and written expression. Satisfies the Writing and Rhetoric Seminar core requirement.

ENGL 120 Ideas and Arguments on Stage A seminar in written and oral argument, focusing on themes raised in and by classical and contemporary plays. The plays challenge us to consider questions of freedom, authority and responsibility in a civil society and about the competing claims of past and future, of art and politics, of the individual, the community, and different groups within the community. Satisfies the Writing and Rhetoric Seminar core requirement.

ENGL 121 Trauma and Memory: Critically Evaluating History through Literature This course explores traumatic events in history, including the Vietnam War, Japanese-American internment, the Holocaust, and episodes in the Native American past, through memoirs and historical fiction as a way to introduce students to making oral and written arguments. The class opens up
questions for discussion and for paper-writing that represent the kinds of complex controversies they will encounter in their academic work as well as in their civic lives. Course requirements include reading assignments, extensive and intensive writing and revision, participation in writing workshop groups, and class discussions and presentations. Through the semester, students learn how to read and evaluate print and visual sources, how to write essays and speeches that make persuasive arguments by drawing on relevant evidence and considering multiple viewpoints, and how to develop awareness of and control over their own writing processes and speaking styles. Satisfies the Writing and Rhetoric Seminar core requirement.

**ENGL 122 Seeing Texts and Writing Contexts** This course emphasizes argumentation and the development of oral and written communication skills. It explores the interaction of verbal, visual, oral, and electronic discourses in representative texts from the fields of literature, the visual arts, and popular culture. This class presents rhetorical techniques and analytical and evaluative methodologies appropriate to college-level work in the liberal arts, and it offers intensive practice in writing, revising, and orally presenting arguments. Students write and orally present a series of arguments about the construction and interpretation of visual and verbal iconography and analyze, evaluate, and discuss the narrative techniques and persuasive strategies employed by verbal and visual texts in established literary and artistic traditions. Satisfies the Writing and Rhetoric Seminar core requirement.

**ENGL 123 Individual Rights and Common Good** This course focuses on some of the controversies that surround and inform our notions of individual rights and the common good. What freedoms should an individual have? What are the individual's responsibilities to the family or the community? How do we balance competing needs? The class examines texts that raise issues about these questions and explores these controversies orally and in writing. Students also receive practice in analysis and revision as they learn to employ extensive feedback and provide it for others. Argument lies at the heart of this course but the class also considers how to listen carefully and work for cooperation and consensus rather than antagonistic relationships. Satisfies the Writing and Rhetoric Seminar core requirement.

**ENGL 124 “See What I Mean?”: The Rhetoric of Words and Images** This seminar studies two important, ubiquitous phenomena: argumentation and perception. It aims to develop a greater understanding of how we argue in civic settings and of how we see in literal and figurative ways. What are some different, productive ways to look – and look again – at a text? How can we improve the ways we communicate what we see in texts and arguments? To what extent are arguments based in perception, and to what extent is perception a kind of argument? How can we make convincing arguments – in writing and orally – about what we think about when we see? Such questions help to connect argumentation and seeing. The class studies and applies fundamental concepts of rhetoric (including argumentation), and serves to strengthen students' ability to write and speak effectively in academic and civic circles. The class studies ways of analyzing texts, speeches, and visual “texts” like films and architecture. These studies include taking positions, gathering evidence, thinking about what the people we communicate with expect from our writing and speaking, anticipating arguments that oppose our own. changing our minds about issues, arranging presentations and essays for best effect, and so on. Satisfies the Writing and Rhetoric Seminar core requirement.

**ENGL 125 Civic Argument and the Theatre of Democracy** Writing and Rhetoric provide students with valuable composition and speaking skills for academic and private life. This course explores the relationship between a vibrant civic theater and politically self-conscious peoples.
Seminar in Writing and Rhetoric

Some of the artists whose work is read and experienced in the class wrote in climates of political censorship and persecution. Others argue that racism or sexism makes a national theater impossible, for playing to the oppressors is itself a moral capitulation. Each play read invites the class to explore the way that drama can challenge, subvert, support, or critique notions of order, whether of gender, race, class, religion or politics, being a powerful a tool for public argument. Students write three process essays, building written arguments through discussion, pre-writing, class presentation, formal and informal debate. At the end of the semester, students produce a written proposal for oral presentation. Students learn to recognize and employ the elements essential to effective argumentation: concise language and a clear style, logical signposts and transitions, appropriate use of evidence and attention to logical fallacies. Satisfies the Writing and Rhetoric Seminar core requirement.

ENGL 126 Genre Studies in Literature This course examines the history, cultural contexts, and distinctive stylistic features and thematic preoccupations of a specific literary genre. In the process, it presents rhetorical techniques and analytical and evaluative methodologies appropriate to college-level work in the liberal arts and offers extensive and intensive practice in writing, revising, and orally presenting arguments. Students write and orally present arguments advancing critical claims about texts written in a specific literary genre and examine the genre's place in and effects upon contemporary culture. Possible areas of inquiry for this course include autobiography, nature writing, the Bildungsroman, lyric poetry, or the essay. Satisfies the Writing and Rhetoric Seminar core requirement.

ENGL 127 An Opinion about Everything Not only in the academy, but also in private and professional life, arguing carefully considered opinions is a key characteristic of a vital and well-educated person. One of the original meanings of to argue is "to make clear." Accordingly, this course explores effective and persuasive techniques in precisely making clear in written and oral communications that which you believe. This course focuses on timely issues in contemporary essays and aesthetic issues in creative literature and film. And, yes, students will be expected to have an opinion on everything. Satisfies the Writing and Rhetoric Seminar core requirement.

ENGL 128 Shaping the Shadow: Argument and Insight This course treats written and oral presentations as ways to develop critical thought, rhetorical understanding, and the clear expression of ideas in argumentation. Using a variety of texts, including literary nonfiction, fiction, poetry, film and/or visual arts, students draft and revise a series of writing and speaking assignments. The primary goal of this seminar is to learn to compose, present, and evaluate arguments, including how to address opposing arguments fairly (pro/con reasoning) and how to deal with logical fallacies, emotional appeals, stereotypes, and other elements of persuasions. With a growing sense of stylistic elegance, the course also explores aspects of argumentation such as appropriate voice and awareness of audience. Satisfies the Writing and Rhetoric Seminar core requirement.

ENGL 129 Power and Perception: The Mirror and the Music This course centers upon the rhetorical dimensions of reading and writing, speaking and listening. The course, at its heart, gives students practice in forming, shaping and bringing to fruition persuasive, compelling arguments designed to genuinely move an authentic and diverse audience. The course teaches students how to construct arguments that can address a variety of rhetorical contexts; arguments that engage a variety of texts - cultural, visual, written - in a variety of genres and modes, in both written and oral forms. The course involves intensive drafting, polishing, editing, revision; practice in analysis and evaluation of texts; and practice in shaping effective rhetorical distances between writer/speaker and topic, and writer/speaker and audience. This course also helps students create a
public speaking voice that is powerful, persuasive, and responsive to a number of different speaking contexts. Satisfies the Writing and Rhetoric Seminar core requirement.

**ENGL 130 Print Culture, Literacy, and Argument in American Life** This course explores contemporary debates about the role(s) of literacy, print culture, and argument in American life as a way to introduce students to making oral and written arguments within the kinds of complex controversies they will encounter in their academic work as well as their civic lives. Course requirements include reading assignments, extensive and intensive writing and revision, participation in writing workshop groups, and class debates and presentations. Through the semester, students learn to read and evaluate print and Web sources, how to write essays and speeches that make persuasive arguments by drawing on relevant evidence and considering multiple viewpoints, and how to develop awareness of and control over their own writing processes and speaking styles. Satisfies the Writing and Rhetoric Seminar core requirement.

**ENGL 131 Three Big Questions** This course focuses on three fundamental questions that nearly every American must confront. The questions are: Where are you from? What do you do? And what do you want? Each of these questions is explored through the reading of appropriate texts, and through intensive practice in written and spoken presentation of arguments and positions concerning these fundamental questions. The course introduces and develops rhetorical, analytical, and evaluative techniques and methodologies appropriate to college-level work throughout a liberal arts curriculum. Satisfies the Writing and Rhetoric Seminar core requirement.

**ENGL 132 Ecology of the Text** This course provides students with the skills and experience necessary to develop effective written and verbal arguments. Course reading consists of selections of ecologically oriented essays, fiction, and poetry, which are examined for their rhetorical approaches and which serve as both subjects and models for an integrated series of writing assignments. Focusing on a semester-long exploration of an ecology/environment of each student's choosing, these assignments include journal writing, a critical essay on a related literary text, a research paper on a relevant ecological issue, a research paper on local history, and a creative response. Twice during the semester, students make oral presentations to the class on an aspect of their chosen environment. Writing assignments are revised through collaborative peer review, and the semester's work culminates in a comprehensive paper, which is submitted along with a portfolio of all student writing, research, and peer evaluation. Satisfies the Writing and Rhetoric seminar core requirement.

**ENGL 133 Politics of Space, Public and Private** This course examines the political dimensions of public and private space as it is addressed in historical documents, iconographic imagery, fiction, and nonfiction, focusing particular attention on first learning to "read" space and then turning to readings on Western, Suburban, and City spaces. In the process, it presents rhetorical techniques and evaluative methodologies appropriate to college-level work in the liberal arts and offers extensive and intensive practice in the writing, revising, and orally presenting arguments. Students write and orally present arguments advancing critical claims about recent local debates about the public good and private interests utilizing course readings and independent research for support. Satisfies the Writing and Rhetoric seminar core requirement.

**HIST 111 Scholars and Warriors in China and Japan** This introductory text-based course in argumentation and expression examines the individual and society in Chinese 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. An underlying assump-
tion 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 "Confucian" 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 the use of language to make a point, and a case, in both speaking and writing. Course readings include a range of sources, both primary and secondary, that inform extensive and intensive written assignments, both process and polished, and appropriate oral discourse; some assignments require library research and presentation of work-in-progress. Satisfies the Writing and Rhetoric Seminar core requirement.

HON 101 Encountering the Other/Writing the Self This writing seminar offers a rich introduction to the challenges of oral and written argumentation. Students use writing as thinking—a way to explore unknown territory (external and internal), a way to generate as well as communicate ideas and knowledge. Learning to create effective arguments, including fair treatment of opposing views, is the major goal of the seminar, and students pay careful attention to drafting, responding, revising, and editing for various purposes and audiences. Writing groups provide concrete feedback for revision and help students to listen carefully. These and other collaborative activities focusing on written and spoken argumentation contribute to a growing awareness of how writers and readers connect over a variety of texts and contexts. Course readings represent divergent points of view, alternative texts that insist upon oppositional readings, upon ethical and intellectual dilemmas, issues that shoot to the core of human existence. As both writers and speakers, students construct persuasive arguments that either contradict or defend given assumptions about culture, history, identity, and the natural world. Satisfies the Writing and Rhetoric Seminar core requirement. Prerequisite: Admission to the Honors Program.

HUM 121 Arms and Men: The Rhetoric of Warfare This course explores the words, actions, thoughts and feelings of the individual amidst the catastrophe of war. The course treats a wide variety of materials from the ancient world to the present, including history, epic, lyric poetry, novels, memoirs, letters, film, and deliberative and commemorative oratory. Students explore the ways in which various rhetorical and narrative treatments of soldiers and war offer us understandings of the subjective experiences and ethical choices of ordinary and extraordinary people under extreme stress and facing horrendous challenges. The course also intends to consider notions of the individual, the community, and civilization (with all that word implies), against the backdrop of the chaotic action of war and combat. Satisfies the Writing and Rhetoric Seminar core requirement.
Baccalaureate Degree

Degrees Offered

Bachelor of Arts with a Major in
- Art
- Asian Studies
- Business Administration
- Chemistry
- Classics
- Communication Studies
- 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
- Science, Technology, and Society
- 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 Studies
- Comparative Sociology
- Computer Science
- Economics
- English
- Environmental Studies
- Exercise Science
- Foreign Language (Chinese, French, German, Japanese, Spanish)
- Geology
- History
- Latin American Studies
- Mathematics
- Music
- Philosophy
- Physics
- Politics and Government
- Religion
- Science, Technology, and Society
- 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

A. 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;

B. 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.

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

D. 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;

E. Maintained a minimum GPA of 2.0 for all graded courses, including transfer courses;

F. Met University core requirements; (Courses taken pass/fail will not fulfill University core requirements.)

G. Satisfied the Foreign Language Graduation Requirement by at least one of the following:
   1. Successfully completing two semesters of a foreign language at the 101-102 college level, or one semester of a foreign language at the 200 level or above;
   2. Passing a foreign language proficiency exam at the third-year high school or first-year college level;
   3. Receiving a score of 4 or 5 on an Advanced Placement foreign language exam.

H. Earned at least three units outside the first major at the upper division level, which is understood to be 300 or 400 level courses or 200 level courses with at least two prerequisites;

I. Met requirements in an academic major; (Courses counting toward the major may not be taken pass/fail unless they are mandatory pass/fail courses.)

J. Completed all incomplete or in-progress grades;

K. 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 in 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.
AFRICAN AMERICAN STUDIES

Professor: Dexter B. Gordon, Director
Assistant Professor: Grace Livingston

Advisory Committee: Michele Birnbaum, English (on leave 2003-2004); Nancy Bristow, History (on leave 2003-2004); William Haltom, Politics and Government; Juli McGruder, Occupational Therapy (on leave 2003-2004); Hans Ostrom, English (on leave Fall 2003); A. Susan Owen, Communication Studies; 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 encounter African American experiences through a variety of disciplinary lenses; confront the implications of living in an increasingly multicultural world and nation; identify the local, regional, and national issues and problems that will affect their lives; and 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
   - COMM 384, Topics in Communication: Communication and Diversity
   - ENGL 375, Topics in African American Literature: The Harlem Renaissance
   - ENGL 482, Twentieth-Century African American Literature
   - HIST 355, African-American Women in American History
   - HIST 367, The Civil War
   - HIST 378 / ENGL 390, 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 208, Peoples of Africa
   - 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

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 functions 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, American Experience I: Origins to 1877
HIST 153, American Experience II: 1877 to Present
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 director and appropriate members of the Advisory Committee.
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 17.

101 Introduction to African American Studies  This course provides a chronological examination of what has come to be recognized as the discipline of African American Studies. The course gives attention to literature, essays, history, popular culture (music, television, magazines, newspapers, movies, film documentaries), and politics as a way to identify the historical and political origins and objectives of Black Studies and the 1960s Black Liberation struggles, the early academic and social concerns of Black Studies advocates, the theoretical and critical approaches to Black Studies as a discipline, and the early objectives of Black Studies in relation to present goals of multiculturalism. Satisfies the Humanistic Perspective and Humanistic Approaches core requirements. Offered Fall 2003.

**ART**

Professor: John McCuistion; Illy Nagy; Betry Ragan; Melissa Weinman Jagosh. Chair

Associate Professor: Zaixin Hong (on leave Fall 2003)

Assistant Professor: 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, digital imaging, 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

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; 247; 251; 265; 281, and 450;
2. Completion of any three of the four art history courses, specifically ART 275, 276, 278, 325;
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, 325, 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 are required to submit by the end of their junior year a copy of a graded art history paper for mid-level evaluation.
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 Hong and Nagy.

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

Requirements for the Minor

Art Studio Emphasis
Completion of a minimum of six units to include 1) ART 101, 102; 2) one unit from 275, 276, 278, or 325; 3) 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, 278, or 325; 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 17.

First-Year Seminars
See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry

160 Chinese Painting in the West

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 Drawing from observation; 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.

247 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. Prerequisites: ART 101 or 102 or 109. 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 each semester.

275 Studies in Western Art I: Ancient Art to Renaissance This course is a survey that examines the development of Western architecture, sculpture, and painting from early Western and Near
Art

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 and the Fine Arts Approaches core requirements. Offered each year.

276 Studies in Western Art II: Renaissance to Modern Art Slide lecture survey of the development for 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 and the Fine Arts Approaches core requirements. Offered each year.

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 and the Fine Arts Approaches core requirements. Offered each year.

281 Printmaking Introduction to intaglio techniques, woodcut serigraphy, 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 camera, 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. Prerequisites: Art 101. Offered each semester.

310 Drawing and Painting the Figure This course emphasizes the use of the figure to serve artistic 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. Offered every Spring semester.

325 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 and the Fine Arts Approaches core requirements.

332 Museums and Monuments This course guides students through art and architecture from the Norman Conquest to the present day. Students spend about one third of their time in the classroom and two thirds on field study excursions in and around London. Students are encouraged to see buildings for the millennium such as The Dome, the London Eye, The Millennium Bridge, Tate Modern and the Jubilee Line Extensions on London underground, which make excellent comparisons with the traditional classically inspired buildings the students will experience all over London. The role of the museums and art galleries is an ongoing topic. Offered only as a part of the ILACA London program.

347 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 247 or equivalent. Offered each semester.
Art

348 Ceramics: Handbuilding  This course introduces the student to historical and contemporary approaches to handbuilding with clay. Study is divided between studio approaches to clay fabrication and independent thinking with regard to contemporary issues in ceramics. Prerequisite: ART 347 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 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 2003-2004.

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 historical significance. Offered every other year; offered Fall 2003.


362 Byzantine and Islamic Art  Comparative study of the aesthetic principles of the Byzantine and Islamic civilizations during the Middle Ages. Emphasis on the analysis of stylistic peculiarities in their social and cultural context. Offered every other year; not offered 2003-2004.

363 Medieval Art  The development of art and architecture in the Middle Ages with special emphasis on Western Europe from the Age of Constantine the Great to the High Gothic period; religious, economic, and political basis of Medieval art. Usually offered every other year; offered Spring 2004.

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 is traced from the end of the sixteenth century and culminates in the seventeenth century achievements of Bernini. Offered every third semester; offered Fall 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; offered Spring 2004.

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; not offered 2003-2004.
Art

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 sociopolitical 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, next offered Fall 2004.

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; offered Fall 2003.

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 is on the art and society from the Cultural Revolution (1966-1976) to the end of the century. Offered every other year; offered Spring 2004.

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. Not offered 2003-2004.

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 combines the historical study of this art form with its hand-on practice as an art performance. Emphasis is put on the understanding of the multi-function of calligraphy in East Asian society. Offered every other year; not offered 2003-2004.

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 2003-2004.

385 Intermediate Photography  This is a course in black and white photography in which the student works 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 are 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 includes early photographic processes that helped to lay the foundations for contemporary photography. Van Dyke brown, cyanotype, and gum printing is included in the laboratory instruction. Prerequisites: ART 101 and ART 285. Offered every third Spring semester.
Asian Studies

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 is also included. The last half of the semester fosters 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 create a coherent body of work. In addition to studio work, students 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 of 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. Offered on an occasional basis.

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

Director: Stuart Smithers, Religion (on leave Fall 2003)

Pacific Rim/Asia Study-Travel Program Director: Elisabeth Benard (on leave 2003-2004)

Luce Assistant Professor of Islamic Societies in Southeast Asia: Carlo Bonura

Committee: Suzanne Barnett, History (Acting Director Fall 2003; on leave Spring 2004); Carlo Bonura, Politics and Government; Karl Field, Politics and Government (on leave 2003-2004); Zaixin Hong, Art (on leave Fall 2003); Nick Kontogeorgopoulos, Comparative Sociology; Sunil Kulkarni, Comparative Sociology; Mikiko Ludden, Foreign Languages and Literature; Margaret Nowak, Comparative Sociology; Lo Sun Perry, Foreign Languages and Literature; Michael Sugimoto, 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
Asian Studies

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 (e.g., Asia 2005-2006), 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 114

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 Area. Business and Leadership, 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

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 world today as products of their three separate and distinctive traditions. The course focuses on China's revolution, India's independence, and Japan's economic power since the mid-twentieth century as dominant experiences of human existence in East and South Asia. Attention to traditional values, ideas, and issues of cultural identity informs the exploration of modern national definition and permits understanding of both cultural continuity and cultural change. Satisfies the Historical Perspective and Humanistic Approaches core requirements.

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 370, Buddhist 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 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
Asian Studies

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
RFI 328, Religion, the State, and Nationalism in Japan
REL 329, Religion and Nature in East Asia
REL 330, Zen and Japanese Society
RFI 332, Buddhism
RFI 333, Asian Women and Religion
RFI 334, Vedic Religion and Brahmanism
RFI 335, Classical Hinduism
RFI 337, Religious and Philosophical Classics of China and Japan

Track II: Social Science

ASIA 344, Asia in Motion
BUS 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
PG 323, Asian Political Systems
PG 339, Globalization in Southeast Asia
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

3^0  Pacific Rim/Asia Study-Travel Program Project  This course requires 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.

Prerequisites for the Pacific Rim Program
Any three courses, exclusive of foreign-language courses and Asian Studies 489 (or equivalent), listed above under the Asian Studies Program.

3. Language Courses

CHIN 101/102, Elementary Chinese
CHIN 201/202, Intermediate Chinese
CHIN 301, Across the Strait: Cultures in China and Taiwan
CHIN 303, Greater China: Commerce and the Media
CHIN 305, From Bamboo Grove to Cyberspace: Chinese Literary Texts Now and Then
JAPN 101/102, Elementary Japanese
JAPN 201/202, Intermediate Japanese
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. Will satisfy the Connections core requirement effective 2005-2006.

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; Beverly Pierson; Wayne Rickoll (on leave Fall 2003)
Associate Professor: Alyce DeMarais; Joel Elliott (on leave Spring 2004); Susannah Hannafofd; Elizabeth Kirkpatrick, Chair; Alexa Tullis; Peter Wimberger
Assistant Professor: Andreas Madlung
Visiting Assistant Professor: Jennifer Bumsford; Pamela Marshall; Leslie Saucedo; Barry Rosenbaum
Instructor: Joyce Tamashiro

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, Natural Scientific Approaches, 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.
Biology

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.
Biology

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).

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, 121, 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 MA1 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.
Biology

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 17.

First Year Seminars
See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Writing and Rhetoric
150 Science in the News

Scholarly and Creative Inquiry
160 The Broken Brain

101 Introduction to Biology  This course introduces the organizing principles of biology through a study of selected cellular, organismal, and ecological systems. Relevant topics are 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 interconnection of the various fields of biology and illustrates the complexity of relevant problems. Laboratory is required. Satisfies Natural World and Natural Scientific Approaches core requirements. Credit for BIOL 101 will not be granted to students who have completed BIOL 111 or 121.

111 Principles of Biology  A contemporary approach to the major themes of modern biology. Sub-cellular, cellular, genetic, and physiological aspects of biological systems are explored in the context of the scientific process. Laboratory is required. Satisfies Natural World and Natural Scientific Approaches core requirements. Students who have received credit for BIOL 101 or 121 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. Some labs involve the dissection of plants, animals, and fungi. Some labs also involve the collection and killing of zooplankton and insects and the handling of animal parts. Some labs include a trip to the Point Defiance Zoo and Aquarium. Satisfies Natural World and Natural Scientific Approaches core requirements. 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 Natural World and Natural Scientific Approaches core requirements. Meets prerequisite requirement for BIOL 221. Does not meet a requirement in the Biology major. Students who have received credit for Biology 101 or 111 will not receive credit for Biology 121 without prior departmental approval.

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.

50
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.

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 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.

311 Genetics  This course introduces students to the principles of classical and modern genetics. The laboratory illustrates 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. Drosophila larvae are dissected as a source of chromosomes in lab. Alternate exercises are provided for students who prefer not to work with living animals. **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 involves application of various experimental techniques. Students taking animal physiology must participate in labs involving dissection of frogs, earthworms, crayfish. Other animals may be dissected. Some labs may require the use of live tissue preparations. **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.

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. **Prerequisites:** BIOL 211. Offered Spring semester 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. Alternative exercises are provided for students who prefer not to work with living animals. Prerequisites: BIOL 111, 112, 212, 311. Offered Fall 2003.

377 Field Botany This course explores vascular plant evolution and ecology and introduces students to identification of the local flora. Lectures cover vascular plant morphology, evolutionary history, systematics, life-history trade-offs, and ecological interactions. Labs 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; next offered Spring 2005.

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 are 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. Students and mentor 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 covers 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 is placed on experimental design, hypothesis testing, and the logic of scientific inference. Topics 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 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 is 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 are required.  Prerequisites: BIOL 212, junior standing, permission of instructor.

472 Animal Behavior  An introduction to the principles of ethology emphasizing the function and evolution of behavior. Laboratory and field projects 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 examines 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 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. Lectures include discussions of primary literature and student presentations. Laboratory sessions involve field work, laboratory analyses, report writing, and multimedia presentation of project results.  Prerequisites: BIOL 111, 112, and 211. GEOL 105 recommended.

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 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. May be repeated once for credit.  Prerequisite: permission of instructor. Offered each semester, 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 permission 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 Leadership

SCHOOL OF BUSINESS AND LEADERSHIP

Professor: John Dickson, Keith Maxwell
George Frederick Jewett Distinguished Professor: James McCullough, Director
Associate Professor: Alva Butcher; Lynda Livingston; Paula Wilson
Assistant Professor: Kathi Lovelace; Jeffrey Matthews;
Visiting Assistant Professor: Neil Delisanti; Leslie Price; Nila Wiese
Visiting Associate Professor: Thomas Schillar, Director, Business Leadership Program
Scholar in Residence: Charles Courtney

About the School

The mission of the School of Business and Leadership is to provide students with a unique and innovative business education that prepares them for success as leaders in a complex and dynamic global environment.

The program of the School of Business and Leadership incorporates business fundamentals (management, marketing, finance, accounting, law and ethics) while strengthening its ties to other academic units on campus to fulfill the overall mission of the liberal arts goals of the University. The courses and pedagogy emphasize effective writing, oral communication, problem-solving, case analysis, and research methods. Through emphasis on critical thinking and written and oral communication, students are trained 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.

This approach to undergraduate business education acknowledges the growing emphasis on breadth and flexibility in global business. To complement the academic program students are encouraged to participate in off-campus experiences including internships, mentorships, international work and study, and field research and problem solving projects. Students who plan careers in business and non-profit organizations are well served by this innovative approach to business education with its focus on critical thinking and communication skills.

The School of Business and Leadership offers a Bachelor of Arts in Business 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 in this Bulletin 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 Career and Employment Services.
Business and Leadership

Requirements for Bachelor of Arts in Business: General Emphasis

Eleven units to include:

1. Preparatory courses (2 units): ECON 170 (students should note that this may also be used to satisfy the University Core requirement in Society/Social Scientific Approaches) and MATH 271 or MATH 272 (students should note that this may also be used to satisfy the University Core requirement in Mathematical Reasoning/Mathematical Approaches).

2. Foundation Courses (4 units): BUS 205, 305, 310, 315 (BUS 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 Business and Leadership (SBL) from selected courses in the humanities and social sciences. Courses must be pre-approved by the student's SBL academic advisor (or the SBL Director if the student does not have a SBL 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) BUS 490

See “Notes on the major” below.

Requirements for Bachelor of Arts in Business: 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 BUS courses: BUS 320 and one of the following: BUS 371, 375, 435, 445, 470, or 493 will be selected as the Category A advanced BUS 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 BUS 490.

Notes on the Major:

1. BUS 205 is a prerequisite for foundation courses: BUS 305, 310, 315.

2. ECON 170 is a prerequisite for BUS 310.

3. ECON 170 and MATH 271 or MATH 272 are prerequisites for BUS 315.

4. Prior to enrolling in the Senior Integrative Seminar, the student must have completed the four foundation courses, one advanced BUS elective, and one advanced non-BUS 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 BUS foundation courses: BUS 205, 305, 310, 315.

6. 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.
Business and Leadership

7. Transfer students choosing to major in the School of Business and Leadership should meet with the Director to determine transferability of business courses completed elsewhere.

8. A minimum of five BUS courses towards the major must be completed in residence at Puget Sound, or a waiver approved.

9. 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. FCON 170. Students should note that this may also be used to satisfy the University Core requirement in Society/Social Scientific Approaches.

2. Statistics. MATH 271 or MATH 272. Students should note that this may also be used to satisfy the University Core requirement in Mathematical Reasoning/Mathematical Approaches.

3. BUS 205, 305, 310, 315.

Notes on the Minor

1. A minimum of two BUS 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—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 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 Leadership during the second semester of their freshman year to obtain application requirements.

Additional information is available from the School of Business and Leadership. 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.
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Requirements:

1. Politics and Government (1 unit): PG 101
2. Quantitative (2 units): MATH 271 or MATH 272, and one course selected from MATH 121, 122, or 258. Must be taken prior to or concurrently with BUS 310; must be completed before enrollment in BUS 315.
3. Economics (2 units): ECON 170 (must be taken prior to or concurrently with BUS 310; must be completed before enrollment in BUS 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 change in response to external forces, including advances in technology, science, social structures, etc. A representative sampling includes CSOC 316, 352; HIST 346, 357, 385. 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 Leadership (7 units): BUS 205, 305, 310, 315, 385, 490; one unit from BUS 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 BUS 101, 201, 301, 401 (no credit). (BUS 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, BUS 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 (BUS 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 17.

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 businesses operate and learn about their strategies and positioning in the market place. Guest speakers in the Business Leadership Seminar also discuss careers in various business fields and functional areas such as accounting, marketing, or human resource man-
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agament. Speakers present information on current management topics and practices and provide a perspective on the theories and tools studied in classes. Some seminars are 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 are required. Pass/fail grading only.

Prerequisite: Admission to the Business Leadership Program.

201 Business Leadership Seminar  no credit  See description for BUS 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 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.

290 Law and Ethics in the Business Environment  This course introduces 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 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 BUS 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: BUS 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: BUS 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: BUS 205, MATH 271 or MATH 272, 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. Prerequisite: Recommend BUS 270.

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: BUS 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 are 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. Prerequisite: junior or senior standing.

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: BUS 305, or permission of instructor. Not offered 2003-2004.
Business and Leadership

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 BUS 101.

402 Marketing 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: BUS 305 or 310 or 315 or permission of instructor: MATH 271 or MATH 272 or PSYC 201.

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: BUS 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: BUS 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: BUS 205 or permission of instructor. Not offered 2003-2004.

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: BUS 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. Prerequisite: BUS 315 or permission of instructor.

434 Advanced Topics in Corporate Finance Corporate finance is concerned with a corporation's acquisition and allocation of capital. This course builds on the foundation laid in BUS 315, 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. It
also considers agency theory, the market for corporate control, leasing analysis, mergers and acquisitions, valuation, and derivatives. The course includes extensive use of cases and readings from professional journals. Prerequisite: BUS 315. Not offered 2003-2004.

435 International Finance This course examines financial issues faced by managers of firms that are engaged in international business and provides a conceptual framework within which key financial decisions can be analyzed. Current issues in the international market and real-life problems in decision oriented cases are analyzed. Prerequisite: BUS 315 or permission of instructor.

441 Promotional Strategy Treats advertising and personal selling as part of an overall promotional process. The course emphasizes managerial issues and problems of promotional strategy. Prerequisite: BUS 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: BUS 310 and MATH 271 or MATH 272 or PSYC 201.

445 International Marketing A major comparative analysis of the processes of marketing and the similarities and differences between domestic and international marketing. Prerequisite, BUS 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, motivation, leadership, social influence, and group dynamics. Prerequisite: BUS 305 or permission of instructor; or Psychology major or Communication Studies 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 or MATH 272.

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: BUS 320, or IPE major, or FLIA major, or permission of the instructor, and junior or senior standing.

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: BUS 205, 305, 310, 315; one Category A (BUS) 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 258 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 Career and Employment Services. Pass/fail only.

CHEMISTRY

Professor: William Dasher; John Hanson (on leave Spring 2004); Kenneth Rousslang; Thomas Rowland

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

Assistant Professor: Amy Michel; Christine Smith

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.

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.
Chemistry

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 17.

110/111 Fundamental Chemistry I, II 1 unit each A two-semester, introductory course designed to give 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. The second semester emphasizes molecular dynamics and covers reaction rates, equilibria, stoichiometry, acids-bases, oxidation-reduction, and electrochemistry. Each course satisfies Natural World and Natural Scientific Approaches core requirements.

230 Chemical Analysis and Equilibrium This course is the second semester of the 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 demonstrate the previous concepts and to make students more proficient in the elementary techniques of analytical chemistry. Prerequisite: CHEM 110. Satisfies Natural World and Natural Scientific Approaches core requirements. Offered each Spring.

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. Each course satisfies Natural World and Natural Scientific Approaches core requirements. Offered each year.

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 2003-2004.

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 2003-2004.

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; not offered 2003-2004.

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 2003-2004.

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; offered Fall 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 bio-chemical problems. The course includes experimental presentations by students utilizing the departmental Gemini 300 spectrometer. Prerequisite: CHEM 341. Offered occasionally; offered Spring 2004.

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 2003-2004.

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.

495 Independent Study credit, variable Course offered to individual students and designed to meet their needs. The student may contact an instructor to arrange a program of study. Registration is confirmed by a written contract between the student and the instructor.
CLASSICS

Professor: William D. Barry; David A. Lupher, Acting Chair, Spring 2003
Associate Professor: Eric Orlin, Chair (on leave Spring 2004)
Visiting Assistant Professor: Alexander Hollman

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 as wide a 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
Students considering applying to graduate school in Classics or a related field should consult with a member of the Classics faculty as soon as possible. Such students are strongly encouraged to choose the Language track and to take additional units of Greek and Latin.

I. Greek or Latin Language Track (10 or 11 units)
   GRK or LAT 101, 102, and 201 or equivalent
   Three units of GRK or LAT 301 (in same language as above)
   OR
   Two units of GRK or LAT 301 (in same language as above) and two units of the other language at any level.
   CLSC 210, 222 or 231
   CLSC 211 or 212
   One additional course in Classical Civilization (see list below) numbered 299 or above
   A Capstone course (see list below), to be taken after both the required 200-level Classical Civilization courses have been completed.
   At least five major units must be completed at Puget Sound.
Since the Greek or Latin Language track requires at least five 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: (10 units)

CLSC 210, 222 or 231
CLSC 211 or 212
ART 360 or 361

Three courses in Greek or three courses in Latin
Three additional courses in Classical Civilization (see list below), Greek, or Latin at least two of which must be numbered 299 or above.
A Capstone course (see list below), to be taken after both the required 200-level Classical Civilization courses have been completed.
At least five major units must be completed at Puget Sound.

Note: Classical Studies 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 University core requirements from Classical Studies requirements.

Requirements for the Minor (6 units)

Three courses in either Latin or Greek.
Two courses in Classical Civilization (see list below), Greek, or Latin, one of which must be numbered 299 or above.
A Capstone course (see list below), to be taken after at least 4 of the other minor requirements have been met.
At least three minor units 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 University core requirements from Classics minor 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
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
Classics

CLSC 306, Alexander the Great and the Hellenistic World
CLSC 308, The City in Antiquity
CLSC 375, Special Topics in Classics
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

Capstone courses:
CLSC 303, Women and Gender in Greece and Rome
CLSC 304, The Ancient Novel
CLSC 306, Alexander the Great and the Hellenistic World
CLSC 308, The City in Antiquity
CLSC 375, Special Topics in Classics

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 17.

First Year Seminars
See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry
104 Cleopatra: History and Myth

103 Roman Decadence 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. Offered every three years; not offered 2003-2004.

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 the 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 and Humanistic Approaches core requirements. Offered every other year, offered Spring 2004.
211 Ancient Greece  This course makes an odyssey through Greek political, social, cultural, and economic history from the Bronze Age (c. 1200 BCE) to the death of Alexander the Great (323 BCE). The emphasis is less on the chronicle of events than on understanding the changing nature of Greek society during this period. Major topics to be explored include the development of the city-state as a political unit; notions of equality in ancient Greece; and the simultaneous flourishing of the arts and building of an empire at Athens under Pericles. Students learn to use both archaeological remains and literary texts, including histories and poetry, to reconstruct the nature of Greek society. Satisfies the Historical Perspective and Humanistic Approaches core requirements. Offered Fall 2003.

212 Ancient Rome  How did a small farming village on the banks of the Tiber River become mistress of an empire stretching from Britain to Egypt? This course explores the political institutions, social structures, and cultural attitudes that enabled Rome to become the world's only superpower at the time. One theme of the course is how that rise to power affected the lives of the Romans and how the Romans affected the lives of all those they encountered. Roman constitutional developments, the religions of the Roman world, and the connection between Roman culture (including art, literature, and popular entertainment such as gladiatorial games) feature prominently among the topics covered. Satisfies the Historical Perspective and Humanistic Approaches core requirements. Offered Spring 2004.

222 The Greco-Roman World  A survey, through some of the most important writings, of the intellectual history of the ancient world. Texts from the time of Homer to St. Augustine are studied as reflections of the historical setting as the influences upon the character of our own time. Satisfies the Humanistic Perspective and Humanistic Approaches core requirements. Offered every other year; not offered 2003-2004.

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 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 of 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 and Humanistic Approaches core requirements. Offered every other year.

231 Greek and Roman Epic: Genre and Meaning  This course introduces the epic genre in Greece and Rome. The course concentrates on a selection of ancient epic poems including Homer's Iliad and Odyssey and Vergil's Aeneid. Students consider each epic as an individual cultural and artistic product, but also how later epics draw upon and respond to earlier ones. The gradually more complex understanding of the epic genre built into the class allows students to investigate how the Greek and Roman 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. Offered every two years. Satisfies the Humanistic Perspective and Humanistic Approaches core requirements. Offered Spring 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; offered Spring 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; not offered 2003-2004.

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; offered Spring 2004.

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.

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.
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 2003-2004.

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; not offered 2003-2004.

375  Special Topics in Classics  This seminar involves an in-depth examination of selected topics in the classical world. A different topic may be selected each time the class is offered in accord with the interests of the students and the expertise of the faculty. Relevant theoretical approaches and current research are explored. Students are responsible for research papers and presentations under close supervision of the faculty. Prerequisites: Two Classics courses numbered 200 or above, or permission of the instructor. Offered every three years or as needed. Topic for Fall 2003: Seminar in Greco-Roman Religion.

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.

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 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 Studies

COMMUNICATION STUDIES

Professor: Kristine M. Bartanen; Dexter Gordon; A. Susan Owen; Raymond Preiss, Chair
Associate Professor: David A. Droge; James Jasinski (on leave 2003-2004)
Assistant Professor: Derek Buescher; Renee Houston

Visiting Assistant Professor: Tomasz Tabako

About the Department

The Department of Communication Studies offers study in a program leading to a Bachelor of Arts degree. Students majoring in Communication Studies examine 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 Studies major with either a minor in a related discipline or a minimum of five courses in a supporting field, selected in consultation with their department advisor.

Co-Curricular Activities

The Department of Communication Studies sponsors activities that include a competitive forensics program, including Cross Examination Debate Association (CFDA) 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 department sponsors a chapter of Lambda Pi Eta, the national undergraduate honor society.

General Requirements for the Major or Minor

Students majoring or minoring in Communication Studies 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.
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Requirements for the Bachelor of Arts in Communication Studies

1. COMM 200, 232, and 244;
2. Two units selected from COMM 308, 322, 332, and 344; one of the units must be either 332 or 344;
3. Five elective units selected and approved through advising from COMM 222, 223, 308, 322, 332, 340, 344, 345, 347, 350, 352, 354, 358, 360, 368, 422, 442, 444, 460, 497, 498; theory courses taken to fulfill requirement #2 above may not count toward the elective requirement;
4. At least one of the five elective units must be a senior seminar capstone selected from COMM 422, 442, 444, and 460;
5. Only one unit from COMM 222 and 223 and one unit from COMM 497 may be counted toward the major.
6. Communication Studies majors and minors may not use a Communication Studies course to fulfill a University core requirement and a major/minor requirement; Communication Studies courses will either count as a major or minor requirement or as a core requirement.

Requirements for the Minor in Communication Studies

Completion of 6 units, to include COMM 200, 232 and 244; one unit selected from COMM 308, 322, 332, and 344; one of the remaining two units must be at the 300 or 400 level.

Note
The Communication Studies 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 Studies

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 17.

First Year Seminars

See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Writing and Rhetoric

102 Social Scientific Argumentation
103 Rhetoric of Adventure
105 The Rhetoric of Race Relations: From Abolition to Civil Rights and Beyond
106 Science and Equality
107 Rhetoric, Film and National identity: Seminar in Writing and Rhetoric
108 Workplace Discourse: Paradoxes of Life at Work

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.
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200 Introduction to Communication Inquiry This course introduces students to the kinds of questions scholars ask about human communication. The class focuses on the traditions of rhetorical and critical scholarship as well as social scientific studies of communication. The course orients students to the ongoing scholarly conversation in each of these research traditions. More specifically, the course explores the origins and development of the discipline within the liberal arts tradition; asks students to describe, interpret, and evaluate communication phenomena; examines examples of contemporary communication scholarship; and encourages students to explore opportunities for original contributions to the body of knowledge regarding human communication. Offered each semester.

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 culture. 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: COMM 244, or comparable experience in critical writing recommended; sophomore, junior or senior standing. Not offered 2003-2004.

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: Completion or concurrent enrollment in COMM 200.

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: Completion or concurrent enrollment in COMM 200.
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292 Forensics .25 activity unit Participating in intercollegiate forensics. May be repeated for credit.

308 Introduction to Organizational Communication Theory This class provides an introduction to the field of Organizational Communication as it exists within the broader discipline of Communication Studies. This course examines a range of topics studied in organizational communication, including: productivity, rationality, power, culture, crisis communication, change, technology, and globalization. Throughout, the class uses examples and case studies from a range of organizations, including corporate and government organizations, educational institutions, persuasive campaigns, non-profit organizations, the media, and virtual organizations.

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.

340 Gender and Communication Using gender as the primary focus, this course engages students in critical analysis of the ways in which symbol systems in their cultural contexts function to create subjective spaces (e.g. assign specific roles) for particular groups of people. Students learn how communication practices shape the ways gender is viewed, how these practices constrain or promote resistance, and how individuals and groups negotiate their subjective spaces and "gendered" practices. Students study the role of imagery and language in constructing gendered identities, the social construction of culturally defined categories such as masculinity and femininity, the gendered body, and contemporary trends of theories on gender to examine gender across race, class, nation, and empire. Additionally, students make connections between their everyday lives, their specific disciplinary backgrounds, and the course materials. Satisfies the Comparative Values core requirement and will satisfy the Connections core requirement effective Fall 2005.

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.

345 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: Previous work in rhetorical studies (COMM 244 and/or 344) highly recommended.

347 Contemporary Public Address/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: Previous work in rhetorical studies (COMM 244 and/or 344) highly recommended.

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: Completion or concurrent enrollment in COMM 200; COMM 232 recommended. Offered every other year; offered Fall 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. Prerequisite: Completion or concurrent enrollment in COMM 200; COMM 232 recommended. Offered every other year; offered Fall 2003.

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: Completion or concurrent enrollment in COMM 200; COMM 232 recommended. Not offered 2003-2004.

358 Intercultural Communication This course examines communication encounters among people from different cultural backgrounds. Focusing on both international and intra-national communication, the class analyzes the ways in which behavioral differences may reflect differing cultural perspectives, the role of social power in shaping cross-cultural encounters, and the development of a repertoire of communication habits that can lead to intercultural competence. Students share in course planning, and the class incorporates a variety of instructional modes, including lecture-discussion, media presentations, and experiential modes. An upper-division communication elective, the course is strongly recommended for students planning or returning from study abroad programs. Offered every third year; not offered 2003-2004.

360 Contemporary Issues in Organizational 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 gen-
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der, language, class, and technology. Students can expect a variety of theory and application, inte-
gration 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 or instructor permission.

368 Organizational Communication Systems Since organizations cannot exist without com-
munication and interaction, organizational life is filled with communication activities. Manage-
ment and coordination, training, decision-making, and conflict are only a few examples. On
another level, organizations are themselves the products of the constant processes of organizing.
Thus, communication forms and maintains organizations by enabling the process of organizing.
This course provides an intensive inquiry into systems theory as a way of understanding organiza-
tional communication. Initially the course reviews a variety of approaches which inform our un-
derstanding of organizational communication as it is practiced in the everyday life of organizations;
however, a large part of the semester is spent studying the various incarnations of systems theories
as they are used to understand the organizational processes and practices. The course closes by
considering the relationship of organizations to the environment. The course focuses on the im-
pacts organizational practices impose on our natural environment and how management might
change those practices to create a sustainable environment.

384 Topics in Communication Upper level courses in various areas of the communication disci-
pline. Course content varies with each offering. May be repeated for credit. Maximum one
unit applied to major requirements.

422 Advanced Media Studies This course offers students the opportunity to study the historical,
technological and economic contexts within which images of the human body have been circu-
lated, regulated, and negotiated. Counts toward minor in Women Studies. Prerequisites: COMM
222 or 322 or permission of instructor.

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 con-
formity, 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.

444 Advanced Rhetorical Studies This course is the capstone of the rhetorical studies curricu-
um. As such, it presupposes that students grasp the analytic techniques introduced in COMM
244 and the conceptual issues introduced in COMM 344. Its purpose is to examine exemplary
forms of scholarly inquiry in rhetorical studies in order to better prepare students to engage in
independent and creative scholarly inquiry. Offered every third year. Prerequisite: permission of
instructor.

460 Technology, Organization, and Globalization This course focuses on how communication
and collaboration technologies influence the creation, content, and pattern of knowledge networks
within and between organizations. The course focuses special attention on recently emerging or-
ganizational forms including the virtual organization, the network organization, and the global
organization. The remainder of the course examines how communication technology systems are
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changing the very fabric of our work experience in the twenty-first century. Discussion focuses on the relationships between technologies and social practices at the individual, group, organizational, interorganizational and global levels, as well as organizational and societal policy issues. Prerequisite: COMM 308

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 Career and Employment Services. 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 258 of this Bulletin).

COMPARATIVE SOCIOLOGY

Professor: Leon Grunberg (on leave Fall 2003); Sunil Kukreja, Chair
Associate Professor: John Finney; Margaret Nowak
Assistant Professor: Richard Anderson-Connolly; Mirelle Cohen; Douglas J. Goodman; Nick Kontogeorgopoulos; Karen A. Porter
Visiting Assistant Professor: Kenneth Barr; Elizabeth Petras

About the Department

The disciplines of sociology and anthropology provide the foundation for an integrated curriculum in the Department of Comparative Sociology at Puget Sound. Faculty members representing both disciplines share a fundamental concern for engaging students in critical comparative study of social and cultural phenomena from a wide variety of ethnographic and historical contexts.

The overall goal of our department is to provide students with a program that enables them to: 1) comprehend the diversity and similarities 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 light of relevant assumptions, knowledge, theory, and praxis; and 4) effectively communicate acquired knowledge and insight.

A major in comparative sociology provides excellent opportunity to develop knowledge and skills valued in a wide range of career possibilities in the private or public sector. It also provides excellent preparation for graduate study in anthropology, sociology, social work, law, criminology, counseling, or public policy. Further, the major is a rewarding end in itself, providing students with valuable experiences for their intellectual growth.

For all students—majors, minors, or those simply taking comparative sociology courses as part of their liberal arts education—our department is strongly committed to the development of analytic skills and reflective thinking in the process of conveying knowledge of other societies and cultures. In this endeavor, faculty attempt to expand students' intellectual horizons, challenge them to recognize the oftentimes ethnocentric limitations of personal experience and individual
biography, and encourage them to become more conscious of the ways human beings come to take the "reasonableness" of their world for granted.

Requirements for the Major
The major in Comparative Sociology consists of eleven courses:

Required Courses: 200, 204, 295, 301, 302, 490 and 491.

Elective Courses: Four courses in Comparative Sociology, two of which must be at the 300 or above.

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, 204, 295 and three 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 17.

First-Year Seminars
See First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Writing and Rhetoric
121 African Families and the Politics of Culture

Scholarly and Creative Inquiry
115 Sex, Sexuality, and the Commodification of the Human Body
120 Social Order and Human Freedom
123 Modernization and Social Change in Southeast Asia
125 Culture Wars: A Global Context
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 and Social Scientific Approaches core requirements.
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 Humanistic Perspective and Humanistic Approaches core requirements.

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. Offered every other year; offered Fall 2003.

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; offered Spring 2004.

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 and Social Scientific Approaches core requirements.

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 2003-2004.

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 2003.

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
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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 2003.

212 Gender in American 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 Sociology and Social Scientific Approaches core requirements.

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 themes 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 ghettoization, 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 2003-2004.

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.
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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.

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. Satisfies the Sociology and Social Scientific Approaches core requirements.

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. Not offered 2003-2004.

295 Social 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, ethnmethodology, 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: MA/TH 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.
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; not offered 2003-2004.

This course provides a critical survey of the trends and institutional processes associated with the study of crime in modern Britain. The course is grounded in the fundamentals of the sociology of crime which widely encompasses the study of the nature, causes, and dynamics of crime and crime control. The course objectives are: (1) to study the dynamics of crime in Britain; (2) to study the dominant sociological perspectives on crime/social control; (3) to critically examine conventional wisdom about crime and criminal justice in contemporary Britain and the prevailing policy debate influencing the discourse/policies on crime control in Britain; and (4) an appreciation of the complexity of the crime phenomenon and discourse in contemporary Britain. Taught only in Spring 2004 as part of the ILACA London program.

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, de-tribalization, political ethics, and competing ideologies for change and "progress." Section A of this course is characterized by significant Asian content. Satisfies the Sociology core requirement.

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.

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. Not offered 2003-2004.
Comparative Sociology

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 2004-2005.

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 2003-2004.

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 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 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 socio-cultural diversity, and sociologists, who have traditionally studied social phenomena in connection
Comparative Sociology

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).

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. Not offered 2003-2004.

480 Informed Seeing Seeing (in contrast to mere "looking") involves a learned propensity to notice (or ignore) particular aspects of what is perceived through the lenses of one's culturally filtered perspectives. Whether these perspectives are "scientific" (involving deliberate doubt and systematic inquiry), "aesthetic" (involving the enjoyment of artfully crafted illusion), or "commonsensical" (involving enormously complicated but unquestioned assumptions about the nature of "reality"), the process of "seeing" (in this more-than-visual sense) can be constantly refined, yielding even more depth of experience. In relation to these ideas, this course explores some of the similarities and differences in the way the world is seen through the perspectives of artists and art educators, cultural anthropologists, photographers, environmentalists, science fiction writers and filmmakers. These ways of "informed seeing" are applied to selected problems and philosophical questions involving "beauty," "disruption of meaning," and "choice." While there are no prerequisites, students with some previous background in art, literature, anthropology, sociology, and/or environmental studies would be especially well prepared for this course. Satisfies the Comparative Values core requirement and the Connections core requirement effective 2005-2006. Offered Spring 2004.

481 Special Topics This seminar involves an in-depth examination of selected topics in anthropology and/or 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; not offered 2003-2004.

490 Senior Thesis 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, 301, and 302 or permission of instructor.

491 Senior Thesis 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.
Economics

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 Career and Employment Services. 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 258 of this Bulletin).

ECONOMICS

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

Associate Professor: Karin Sable (on leave Spring 2004); Matthew Warning (on leave Fall 2003)

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.

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
   a. 170, 374, 375, 376 and 411;
   b. Four electives at the 200-level or above, at least one of which must be 300-level or above;

2. Math 271 or 272 (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
   a. 170, 374, 375, 376, 391 and 411;
   b. Three electives at the 200-level or above, at least one of which must be 300-level or above;

2. MATH 271 or 272 (or an equivalent statistical methods course with approval of the Economics Department);

3. 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.
Economics

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 17.

First Year Seminars

See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Writing and Rhetoric

102 Controversies in Contemporary Economics

Scholarly and Creative Inquiry

101 Industrial Economics and Sustainability

103 Varieties of Social Explanation

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. Not offered 2003-2004.

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 the Society and Social Scientific Approaches core requirements. Offered each year.

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 2003.

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
Economics

of economic thought: Smith, Ricardo, Mill, Marx, Marshall, Veblen, and Keynes. Readings are from original and secondary sources. Satisfies the Historical Perspective core requirement. Offered Fall 2003.

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 long-term growth potential, 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. Prerequisite: 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; not 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. Not offered 2003-2004.

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; not offered 2003-2004.
Economics

314 Economic Analysis of Underdevelopment This course uses the tools of economic analysis to examine critical issues facing developing countries. Topics covered include poverty, inequality, population growth, rural development, land reform, human capital formation and sustainability. Case studies are drawn from throughout the developing world. Prerequisite: ECON 170 or permission of the instructor. Offered Spring 2004.

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 between economics and epistemology (theory of knowledge) and the second part with the relationship between economics and ethics (moral philosophy). Prerequisites: one course in Economics and one course in Philosophy, or permission of instructor. Offered Spring 2004.

325 Environmental and Natural Resource Economics This course develops the theory and methods of environmental and natural 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 or permission of instructor. Offered every other year; not offered 2003-2004.

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 economic 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; offered Fall 2003.

351 Competitive Strategy and the Regulation of Market Power 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 market settings (competitive, monopolistically competitive, oligopolistic, and monopolistic) are analyzed. 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; not offered 2003-2004.

371 International Economics This course surveys the theories, issues, and controversies in contemporary international economics. Topics that receive special attention include theories of international 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 such as auctions, investment decisions, competitive behavior, trade, and environmental negotiations. Prerequisite: ECON 376 or permission of instructor. Offered every other year; offered Fall 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; offered Spring 2004.

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. Offered Fall 2003.

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 258 of this Bulletin).
Education

EDUCATION

Professor: Grace Kirchner; Christine Kline; Carol Merz, Dean (on leave Fall 2003); John Woodward

Clinical Professor: Margaret Setchfield

Associate Professor: Terence Beck (on leave Spring 2004)

Assistant Professor: Julian Edgoose; Frederick Hamel; Grace Livingston; Amy Ryken

Visiting Assistant Professor: Andrea Drewinko

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 MAT 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 Career and Employment Services.
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>Biology</th>
<th>Chemistry</th>
<th>Chinese</th>
<th>Computer Science</th>
<th>Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth Science</td>
<td>Elementary Education</td>
<td>English</td>
<td>English/Language Arts</td>
<td>French</td>
<td>German</td>
</tr>
<tr>
<td>Health/Fitness</td>
<td>History</td>
<td>Japanese</td>
<td>Mathematics</td>
<td>Middle School</td>
<td>Music-Choral</td>
</tr>
<tr>
<td>Music-General</td>
<td>Music-Instrumental</td>
<td>Physics</td>
<td>Science</td>
<td>Social Studies</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Students must have a cumulative grade point average of 2.5 or higher in each endorsement area.

**Continuing and Professional Certificate 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 Professional 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.ups.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 17.

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. Satisfies the Society and Social Scientific Approaches core requirements.

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
Engineering, Dual Degree Program

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 Spring 2004.

ENGINEERING, DUAL DEGREE PROGRAM

Director: Kristi Hendrickson, Physics

Committee: Alexa Tullis, Biology; Kenneth Rousslang, Chemistry; Kristi Hendrickson, Physics; Michael Casey, 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 education, 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 requires a minimum gpa. 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:
Engineering, Dual Degree Program

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.
English

Professor: Barry Bauska; Michael Curley, University Professor of English Literature; Denise Despres; Robert Garratt; Peter Greenfield, Chair; Hans Ostom (on leave Fall 2003); Florence Sandler; Ronald Thomas, President

Associate Professor: Michele Birnbaum (on leave 2003-2004);
Assistant Professor: Julie Christoph; William Kupinse; J. David Macey
Visiting Assistant Professor: Matthew Davis; Stephanie Johnson; Alison Tracy

Instructor: Beverly Conner; Keith James; Julie Neff-Lippman; Ann Purnam; 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 17.

First Year Seminars
See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Writing and Rhetoric

120 Ideas and Arguments on Stage
121 Trauma and Memory: Critically Evaluating History through Literature
122 Seeing Texts and Writing Contexts
123 Individual Rights and Common Good
124 “See What I Mean?”: The Rhetoric of Words and Images
125 Civic Argument and the Theatre of Democracy
126 Genre Studies in Literature
127 An Opinion about Everything
128 Shaping the Shadow: Argument and Insight
129 Power and Perception: The Mirror and the Music
130 Print Culture, Literacy, and Argument in American Life
131 Three Big Questions
132 Ecology of the Text
133 Politics of Space, Public and Private

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 I core requirement. This course may be taken only once for credit.

201 Intermediate Composition This intensive writing course gives attention to analytical thinking, the rhetorical situation, the writer's responsibilities, and the revising and editing process. Prerequisite: Completion of the Communication I or the Writing and Rhetoric seminar core requirement with a grade of "B" or higher, or by other arrangement with the department.

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. Special consideration is given to the ideas of what the writer wishes to reveal about himself or herself in auto-
biography. Students write both analyses of others' biographies and autobiographies of their own. Satisfies the Humanistic Perspective and Humanistic Approaches core requirements.

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 interpretive 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, sentimentalism, 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'Angouerme, de Lafayette, Behn,

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 and the Humanistic Approaches core requirements. Offered Fall 2003.

236 Literature and the Quest for Personal Identity This course explores how the individual's quest for identity has been stated in a wide variety of cultural contexts over time. Beginning in ancient epic, students follow the theme to the present day. Each work reflects a unique expression of time and place, but also voices the enduring human aspiration towards self-realization. Satisfies the Humanistic Perspective and Humanistic Approaches core requirements. Not offered 2003-2004.

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 2003-2004.

239 Loss and Renewal: American Voices, American Identity This course takes as its starting point the question: "What constitutes 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. This exploration explores these questions as they are articulated over time: over the last three hundred years. This course satisfies the Humanistic Perspective Core requirement and the Humanistic Approaches core requirements. Offered Spring 2004.

244 Exploring Lyric Poetry This course studies lyric poetry-shorter, compact, highly evocative poems, some forms of which spring musical traditions. Students read lyric poetry from many eras of British and American literature, ranging widely from Shakespeare to Yeats, Dickinson to Ginsberg, Thomas Hardy to Langston Hughes, sonnet and ballad to ode, blues poems, and free verse. The course features the close reading and analysis of poems, the study of meter, rhyme, and other elements of prosody, and writing critically about poetry. Students also experiment with writing poems as one other way to study this fine art. The course explores many ways to study and enjoy, analyze and experience this enduring, highly adaptable form of literary art. Satisfies the Fine Arts and Fine Arts Approaches core requirements. Offered Spring 2004.

255 Introduction to Shakespeare This is an introductory study of Shakespearean drama intended primarily for non-majors. The course acquaints students with the historical setting within which Shakespeare wrote, exploring language and paradigms (political, geological, intellectual, religious) essential to Shakespeare's dramatic universe. Satisfies the Humanistic Perspective and Humanistic Approaches core requirements. Offered Fall 2003.

267 Literature as Art Studying and practicing methods of aesthetic and formal analysis of literary texts, students examine significant developments and representative works of said texts as
works of art. Organized by theme or topic, the course invites students to reflect critically, both orally and in writing, about literature as art and the creative process. Satisfies the Fine Arts Perspective and the Fine Arts Approaches core requirements.

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 discours community—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: Completion of the Communication 1 or the Writing and Rhetoric seminar core requirement and one other writing class. Offered Fall 2003.

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. Not offered 2003-2004.

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. Not offered 2003-2004.

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 weekly writing assignments, and read a variety of genres in contemporary periodicals and books. Prerequisite: Completion of the Communication 1 or the Writing and Rhetoric seminar core requirement. Credit for ENGL 307 will not be granted to students who have received credit for ENGL 208. Offered Fall 2003.

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: Completion of the Communication 1 or the Writing and Rhetoric seminar core requirement and one other writing class. Not offered 2003-2004.
English

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.

341 Literary Genre: Drama Offered Spring 2003
342 Literary Genre: Prose (Fiction) Offered Spring 2004.
343 Literary Genre: Prose (Non-Fiction) Offered Fall 2003.

344 The History of Literary and Critical Theory 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 2003.

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; not offered 2003-2004.

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 2003-2004.

351 Shakespeare A study of Shakespeare’s plays (6-10) and selected criticism. Close and critical reading emphasizes the metaphoric 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. Offered Spring 2004.

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.

354 Eliot’s England: Metaphysics and Modernity This course focuses in the work of the American-born poet and playwright T.S. Eliot as paradigmatic of the traditionalist response to modernity. The course especially explores the idea of modernity from the writings of Eliot and influential traditionalist authors who contend that the great religious and philosophical traditions contain knowledge and vision that illuminates the shortcomings and special difficulties of our modern condition. In addition to extensive readings of Eliot, students are introduced to religious and philosophical texts central to the understanding of his poetry and plays. Crosslisted as REL 303. Taught only in Fall 2003 as part of the ILACA London program.
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. Topics for 2003-2004: Fall: Danre, Hawthorne & Melville; Spring: James Baldwin.

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. Not offered 2003-2004.

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 Fall 2003 and Spring 2004.

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 2003-2004.

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 jailings 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 2003-2004.

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: Completion of the Communication I or the Writing and Rhetoric seminar core requirement. Offered every other year; not offered 2003-2004.

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: Completion of the Communication I or the Writing and Rhetoric seminar core requirement and one other writing course. Not offered 2003-2004.

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. Offered 2003-2004.

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. Offered 2003-2004.

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: Completion of the Communication I or the Writing and Rhetoric seminar core requirement and one other writing course. Offered every other year; offered Spring 2004.

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 2004.

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 2003.

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 2003-2004.

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; offered Fall 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, Peacock, and Carlyle are among the writers emphasized. Prerequisite: ENGL 222 or ENGL 223 or permission of instructor. Offered every other year; not offered 2003-2004.

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 2003-2004.

446 Studies in Seventeenth and Eighteenth-Century American Literature This course considers early American literature from the seventeenth and eighteenth centuries. The course may ad-
dress 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, not offered 2003-2004.

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; not offered 2003-2004.

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 2003-2004.

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 interpretative problems, or teaching Shakespeare through performance. Prerequisites: ENGL 255 or 351 or equivalent and permission of the instructor. Offered on an occasional basis in 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 2003-2004.

459 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; not offered 2003-2004.

460 CrossCurrents Review .25 activity credit The program requires editing, reviewing, criti-
cism, 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.

470 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 per-
mission.

471 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 writ-
ing to identify key issues, controversies, historical patterns, and assumptions concerning the rela-
tionship 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 2003-2004.

472 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 2003-2004.

473 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 laments) 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 Bibl-
tical texts in England, in both Latin and English translations, through the period of the Reforma-
tion—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 par-
cular 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, Libera-
tion Theologians, Toni Morrison. Prerequisite: ENGL 221 or ENGL 223 or permission of instruc-
tor. Offered every three years; not offered 2003-2004.
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 conception 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, Yeats, Forster, Greene, Achebe, Gordimer, and Friel. Prerequisites: ENGL 223 or permission of instructor. Offered every three years; not offered 2003-2004.

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, Peg Sayers, Frank O'Connor, and Sean O'Faolain. Prerequisite: ENGL 223 or permission of instructor. Offered every three years; offered Fall 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; not offered 2003-2004.

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 "urbane." 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: Completion of the Communication I or the Writing and Rhetoric seminar core requirement and one other course in English. Offered every three years; offered Fall 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, Kincaid, 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 2003-2004.

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,
explore questions of form, and 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 2003-2004.

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. Offered Fall 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; offered Spring 2004.

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, Harinharan, 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 2003-2004.

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, Rulysner, Morrison) or abroad (Gordimer, Hulme, Jhabvala). Satisfies a Women Studies elective. Prerequisite: ENGL 235, 221, 222, 223, 224, 225 or 226. Offered every other year; not offered 2003-2004.

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
Environmental Studies

experimental genes, 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 every other year; not offered 2003-2004.

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; offered Spring 2004.

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 258 of this Bulletin).

ENVIRONMENTAL STUDIES

Director: Peter Wimberger, Biology
Visiting Assistant Professor: Stephen Norton
Advisory Committee: Heather Douglas, Philosophy; Barry Goldstein, Geology; Steven Neshyba, Chemistry; Karen Porter, Comparative Sociology; Karin Sable, Economics (on leave Spring 2004); Douglas Sackman, History (on leave Fall 2003); 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 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. At least two of the courses used to fulfill this requirement must be in programs outside the student's major. The courses used to fulfill this requirement may not also be used to meet a requirement for a major. Students should contact the specific department to determine when a course will be offered.

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
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 323, 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
Environmental Studies

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

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 17.

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 a Natural World core and Natural Scientific Approaches core requirements.

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.

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 258 of this Bulletin).
Exercise Science

EXERCISE SCIENCE

Professor: Roberta A. Wilson
Associate Professor: Carl De Crée; Heidi Orloff, Chair
Visiting Assistant Professor: Jeremy Patterson
Teaching Specialist: Mark Massey

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;
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
Exercise Science

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 17.

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.
Exercise Science

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  Study of 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 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 Review Board, and a grant funding proposal. The student surveys the literature, gaining critical reading skills, and organizes 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 .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 department 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 compati-
son 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 appropriate courses 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 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 258 of this Bulletin).
Foreign Languages and Literature

FOREIGN LANGUAGES AND LITERATURE

Professor: Kent Hooper; Michel Rocchi, Chair; David Tinsley; Harry Véliz-Quijones (on leave Spring 2004)
Associate Professor: Josefa Lago Graña
Assistant Professor: Mark Harpring; Diane Kelley (on leave Fall 2003); Michael Sugimoto
Visiting Assistant Professor: Paula Bruno, Sarah Misemer, Scott Taylor
Instructor: Mikiko Ludden; Lo Sun Perry; Steven Rodgers; Judith Tyson
Visiting Instructor: Chanda Castillo, 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 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
Foreign Languages and Literature

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;
      Three units 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;
      Three units in French, German, Spanish 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, 325, 360, 361, 362, 363, 364,
            FL 365, 366, 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, 325, 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 307, FL 375, HUM 201, 305, CSOC 200, 305, 470,
            PHIL 387
         c) Gender and Identity: ENGL 375, 405, 485, COMM 340, 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, 314, 371, and 375 or 376;
         B. International Business: BUS 270 and 320, and one of the following: BUS 375, 435,*
            445, or 470 (*see BUS 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 addi-
         tional 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.

2. Three units in International Politics
   A. PG 102 or 103;
   B. Two units from the following: PG 323, 331, 332, 339, 372 or CSOC 340.

3. Three units in Economics or in International Business
   A. Economics Focus: ECON 170, 314, 371, and 375 or 376;
   B. International Business: BUS 270 and 320, and one of the following: BUS 371, 435*,
      445*, or 470 (*see BUS 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.
Foreign Languages and Literature

*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 students 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:

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.
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 17.

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)

First-Year Seminars
See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry

115 The Problem of Theodicy
125 The Quest for King Arthur
150 Film, Memory, and the Imagination of Disaster

225 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; reclusive literature by hermit monks; travel journals by itinerant priests; bunraku puppet and Nô 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 which 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 and Humanistic Approaches core requirements. Offered Fall 2003.

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; next offered Fall 2004.

320 Modern Japanese Literature This course will study 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 prose 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 will offer 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. Satisfies the Humanistic Perspective and Humanistic Approaches core requirements. Not offered 2003-2004.
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: offered Spring 2004.

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. Not offered 2003-2004.

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 constitutes 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 that Japanese expansionism played in the development of film industries and sensibilities in East Asia. While a large part of the course will be using film as content—conveying knowledge to an audience largely unfamiliar with the culture which produced the film—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 and the Fine Arts Approaches core requirements. Not offered 2003-2004.

375 Narrating the Nation: Japanese Literature and Modern Identity  Although Japan has 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. This course, by focusing on literary and critical texts, 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, proletarian literature, "pure" literature) in light of the emergence of a Japanese national subjectivity. Readings include: Hannah Arendt, Ben Anderson, Hegel, Kartani Kojin, Kobayashi Hideo, Fredric Jameson, Marx, Mishima, Oe, Tanizaki, Uchimura Kanzo, and Robert Young. Taught in English. Satisfies the Comparative Values core requirement and will satisfy the Connections core requirement effective 2005-2006. Offered every other year; offered Fall 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
Foreign Languages and Literature

Fuentes, García Márquez, Vargas Llosa, 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 three years. not offered 2003-2004.

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: not offered 2003-2004.

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 2003-2004.

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 2003-2004.

387 Writing the Nation: The Case of Nineteenth-Century Spain This course provides an introduction to novels (in translation) by Spain's most prolific nineteenth-century writers. Over the course of the semester, students read and analyze six novels that played an integral part in the nineteenth-century nation-building project. The course examines the ways in which these works participated in a national debate on modernization with an emphasis on urbanization, changes in the Spanish political culture, gender roles, and the relationship of capitalism to these developments. In addition to a final research paper, students write short analytical papers on texts discussed in class, give a presentation on a critical study of one of the works, and complete a final exam. Satisfies the Comparative Values core requirement. Offered every third year; next offered Fall 2006.

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 2003-2004.

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; not offered 2003-2004.
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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 Communication II, Option B core requirement. Prerequisite: Chinese 202. Offered only in Summer Session on an occasional basis, as part of the Tunghai, Taiwan Language program.

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 2003-2004.

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, offered Spring 2004.

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 tradi-
Foreign Languages and Literature

tional 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; not offered 2003-2004.

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 a grammar review. Offered every other year; next offered Fall 2004.

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; 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 and a grammar review. Offered every other year; offered Fall 2005.

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 2004.

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; offered Spring 2004.
Foreign Languages and Literature

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 2005.

311 Introduction to French Literature II  A study of the major genres of French literature from the revolution to the modern day through techniques of close literary analysis. Readings and discussion of French intellectual thought of recent years. Offered every other year; next offered Spring 2006.

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 clichés 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; next offered Fall 2004.

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; next offered Spring 2005.

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; offered Spring 2004.

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 2003-2004.


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. Offered Fall 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; offered Fall 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 II, Option B core requirement. Offered every other year; offered Spring 2004.
Foreign Languages and Literature

250 Culture and History of Germany  Readings, writing, and discussions based upon civilization and culture of the German speaking countries. Offered every other year; next offered Spring 2005.

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; next offered Fall 2004.

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; next offered Fall 2004.

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; offered 2003-2004.

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; offered Spring 2004.

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; not offered 2003-2004.

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 2003-2004.

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 2003-2004.

480 Seminar in German Literature  Synthesis of various aspects of literary studies. Since content changes, this course may be repeated for credit. Not offered 2003-2004.

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.
Foreign Languages and Literature

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. 1 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.

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; next offered Fall 2004.

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; offered Fall 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 2005.

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; offered Spring 2004.

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 2003.

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. Latino 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 year; offered Fall 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 Fall term; offered Fall 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 Almodóvar 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; not offered 2003-2004.

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
Foreign Languages and Literature


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 2003-2004.

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 2003-2004.

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 2003-2004.

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; offered Spring 2004.

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 Modernism, the first literary movement to originate in Latin America. This course has a multimedia component. Offered every three years; not offered 2003-2004.

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 2003-2004.

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 2003.
Geology

GEOLoGY

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

About the Department

The Geology Department has modern, well-equipped facilities designed to support a program that 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 that have been selected to support and sustain the undergraduate geology program.

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;
Geology

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 257or 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 17.

First-Year Seminars

See First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry

111 Dinosaurs and the Worlds They Lived In

101 Physical Geology     Physical geology is a survey of the physical processes operating on and in the earth and the results of these processes through time. Topics covered range in scale from the atomic to the galactic. The formation of the minerals and lavas, types of volcanoes, and the creation of sedimentary and metamorphic rocks make up the first third of the course; this introduces the materials of the earth. The course next covers large-scale topics such as the age of the earth, earthquakes and their resultant damage, how continents and seafloors are created, a brief history of the world, and an outline of the great unifying theory of geology, plate tectonics. The last third
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of the course discusses how surface processes such as streams, wind, waves and changes in the environment affect the deserts, glaciers, shorelines, and groundwater, and how these changes affect our way of life. Includes a laboratory. Satisfies Natural World and Natural Scientific Approaches core requirements. Credit will not be given for both GEOL 101 and 104.

102 Time, Life and Rocks  An introduction to the geological sciences with emphasis on the great spans of time involved in the history of Planet Earth, and how we learn about the events of the past by reading the record preserved in the rocks. The course also deals with some of the life forms which inhabited the Earth during its long history, especially dinosaurs, trilobites, corals and ammonites. Includes laboratory. Satisfies Natural World core and Natural Scientific Approaches core requirements.

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. Credit will not be given to both GEOL 101 and 104. Satisfies Natural World core and Natural Scientific Approaches core requirements.

105 Oceanography  Earth is largely a "water planet" — the only planet we know of that has liquid water on its surface. Oceanography has developed from early mythological explanations of the present use of high technology to study their features and workings. The oceans played an integral role in the exploration of Earth and the spread of humankind across the planet, as well as being a continuing source of food and other resources. In the Puget Sound region, we feel the effects of the nearby ocean daily, from the weather we have to food we eat. This course investigates the origins and nature 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 facets 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 material, 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 Natural World core and Natural Scientific Approaches core requirements. Offered each year.

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. Prerequisites: Permission of instructor. Satisfies Natural World core and Natural Scientific Approaches core requirements.

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-
Geology

size the identification of samples in hand specimen and by x-ray diffraction. Prerequisite or co-

requisite: GEOL 101 or 102 or 104 or 110.

206 Introduction to Geophysics  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 mea-
surement of basic Earth properties. Prerequisite: GEOL 101 or 102 or 104 or 110 or permission of

instructor. Offered every other year; offered Fall 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 micro-

scopic fossils that occur as components of many sedimentary rocks. Prerequisites: GEOL 200. Of-

fered every other year; not offered 2003-2004.

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. Prerequisites: GEOL


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, of-

fered Spring 2004.

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; 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; offered Fall 2003.

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). The course pays particular attention to issues of water supply and quality in

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, or permission of instructor. Lab required. Offered every other year, not offered 2003-2004.

This course may also count towards both the Environmental Studies Minor (Science Perspective),

but may not be counted towards both the Geology major and the Environmental Studies minor.

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-
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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. not offered 2003-2004.

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. Public presentation of research results is required.

495/496 Independent Study Project Credit variable up to one unit.

HISTORY

Professor: Suzanne W. Barnett (on leave Spring 2004), William Barry; William Breitenbach; Nancy Bristow (on leave 2003-2004); Terry Cooney; Walter Lowrie; David F. Smith, Dolliver National Endowment for the Humanities Distinguished Teaching Professorship; Theodore Taranovski

John B. Magee Professor of Science and Values (Honors): Mott T. Greene

Associate Professor: John Lear

Assistant Professor: Douglas Sackman (on leave Fall 2003)

Visiting Assistant Professor: Christopher Gerteis; Mark Largent; Sean Malloy

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 undergradu-
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are history majors prepares them well for graduate study in history and other professional programs, 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 a member of the department with expertise in their area of interest; 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) First-year seminars offered by the History Department do not count toward either the History major or minor. 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 17.

First Year Seminars

See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions
(pages 17 and 25).

Writing and Rhetoric
   111 Scholars and Warriors in China and Japan

Scholarly and Creative Inquiry
   122 Ecotopia?: Landscape and Identity in Pacific Northwest
   123 The Second World War in Europe
   125 Sightings: China in European and American Perception

101 Roots of the Western Experience  Contemporary Western men and women cannot hope to
adequately understand themselves without the perspective of their six thousand years of civilized
experience. In this course students will have the opportunity to increase their understanding and
awareness of themselves and their past, including an appreciation for the continuities and
 discontinuities in the many generations and societies since ancient Sumer and Egypt.

Although “Roots” analyzes many facets of the human endeavor from antiquity to the seven-
teenth century, the essential focus is on examination of the ways in which people have attempted
to construct cohesive societies, including ways in which “cohesive” has been defined and imple-
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mented; tensions between "cohesive" stability and social change; and social milieu and creative expression. Satisfies the Historical Perspective and Humanistic Approaches core requirements.

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 and Humanistic Approaches core requirements.

102B Western Civilization: 1650-1990  This course traces the development of the social, political, and intellectual forces that shaped modern Europe from the Ancient Regime to the present. Emphasis is placed on the enlightenment, the Industrial Revolution, the rise of nationalism, the impact of war on society, and the emergence of the ideologies of communism and fascism. The final part of the course focuses on developments in Western and Eastern Europe since 1945. Satisfies the Historical Perspective and Humanistic Approaches core requirements.

152 American Experiences I: Origins to 1877  This course explores the experiences and values of America's diverse peoples. Students in it not only expand their knowledge of events of American history but also deepen their understanding of the meaning of those events in people's lives. Students learn how the social categories of race, gender, and class affected individual Americans' identities and opportunities; how America's natural environment shaped and was shaped by Americans' human culture; and how Americans' ideas and ideals both influenced and reflected their economic, political, and social institutions. To investigate these themes, students read writings by modern historians and analyze a wide variety of historical sources from the past. American Experiences I focuses on the period from European colonization through the end of Reconstruction. Satisfies the Historical Perspective and Humanistic Approaches core requirements.

153 American Experiences II: 1877-Present  This course explores the experiences and values of America's diverse peoples. Students in it not only expand their knowledge of the events of American history but also deepen their understanding of the meaning of those events in people's lives. Students learn how the social categories of race, gender and class affected individual Americans' identities and opportunities; how Americans' ideas and ideals both influenced and reflected their economic, political, and social institutions; and how Americans defined and re-defined national identity in the context of the nation's changing role in the world. To investigate these themes, students read writings by modern historians and analyze a wide variety of historical sources from the past. American Experiences II focuses on the period from the end of Reconstruction to the Present. Satisfies the Historical Perspective and Humanistic Approaches core requirements.

200 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 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.
230 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 2003-2004.

231 Modern British Society and Politics  This course traces the development of the social, political, and intellectual forces that shaped British society since the eighteenth century. Emphasis is placed on the growth of industrialization and urbanization, the emergence of democracy, the rise and fall of empire, the change from a religious to a secular society, and the experience of Britain in the two world wars. Satisfies the Historical Perspective and Humanistic Approaches core requirements. Offered every other year; offered Spring 2004.

232 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, is 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. Satisfies the Historical Perspective core requirement. Taught only as a part of the ILACA London Program.

233 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 than 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 take a walk through some of the historical areas of the city. Classes on site are divided between lecture and discussion. Satisfies the Historical Perspective core requirement. 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 the influential scholar-official, as well as society's malcontents, a wide range of philosophical and literary creativity, political upheavals, and socio-economic change over time informs critical analysis of China's lasting institutional structure and enduring ideology generally understood as
the Confucian heritage. Satisfies the Historical Perspective and Humanistic Approaches core requirements. Offered every other year; offered 2003-2004.

247 The Forging of the Japanese Tradition This introductory survey of Japanese civilization from its origins to about 1840 examines the cultural experience of the Japanese people beginning with the formation and evolution of early hierarchical communities, through the aristocratic classical age and then rule by a territorially based military elite, and into commercial and social change in the early modern era of Tokugawa Japan. Special attention to enduring beliefs, values, and institutions enables understanding of the persistence of Japan’s distinctive tradition despite cultural innovations from both indigenous and outside sources. Satisfies the Historical Perspective and Humanistic Approaches core requirements. Offered every other year; offered Fall 2003.

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 2003-2004.

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 Europeans came to call 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 and Humanistic Approaches core requirements. Offered Fall 2003.

281 Modern Latin America Beginning with the transition from colonies to independent nations and ending with the political transitions and implementation of neo-liberal policies in the 1990s, 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 the formation of identities of class, gender, race and ethnicity. Satisfies the Historical Perspective and Humanistic Approaches core requirements. Offered Spring 2004.

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 every three years; not offered 2003-2004.
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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; 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; offered Spring 2004.

304 Renaissance Europe Claims for the distinctiveness of The Renaissance have been made for centuries. This course examines the concept and the reality of the Renaissance as a distinctive, perhaps significantly formative epoch in Western history. In order to pursue this inquiry, class attention is centered on cultural and intellectual history, arguably the most significant developments during the era known as "Renaissance Europe." The course examines the Italian origins and development of these cultural and intellectual currents, their development north of the Alps, and the intersection of these currents with the religious upheaval of the sixteenth century - the "Reformation." The semester concludes by an inquiry into a question less frequently asked: what happened to the Renaissance? Throughout the semester the course keeps in mind that the Renaissance emanated from medieval civilization and that there were many manifestations of that civilization throughout the era of Renaissance Europe. Offered every other year; not offered 2003-2004.

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; not offered 2003-2004.

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. Offered 2003-2004.

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. Offered every three years; not offered 2003-2004.

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 Rumania. It focuses on the intellectual origins and political programs of the fascist parties
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and on the social groups that supported them and analyzes the various theories explaining the fascist phenomenon. Offered every three years; offered Spring 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 three years; not offered 2003-2004.

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 2003.

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.

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 2003-2004.

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. Offered every three years; not offered 2003-2004.

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 three years; offered Fall 2004.

341 Gender and Japanese Society in Historical Context This course will focus on how gender and sexuality interacted to influence significant aspects of modern Japanese history from 1800 to the present. The course introduces important theoretical issues and intellectual frameworks that underpin any study of gender as well as cover the history of modern Japan from the mid-Tokugawa to the postwar era. While there is no prerequisite for this course, students should be prepared to engage actively in critical discussion of the readings, and be ready to discuss the case of Japan as they develop their own ideas about gender, sexuality and the state of the world in which we live today. Offered Spring 2004 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 insti-
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tutional and cultural innovation within a context of continuity and to the primacy of internal sources of change, despite external pressures to alter China. Offered Fall 2003.

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. Offered every three years; not offered 2003-2004.

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. Offered 2003-2004.

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; not offered 2003-2004.

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; offered Fall 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; offered Spring 2004.

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; not offered 2003-2004.

356 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 2003-2004.

357 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, old 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 Fall 2003.

358 The United States from the Great Crash to Pearl Harbor, 1929-1941 Focusing heavily on the turbulent decade of the 1930s, this course will explore how domestic and international events between 1929-1941 helped shape modern America. Themes include the social, economic, and the cultural impact of the Great Depression and the New Deal, and the battle over American intervention in World War II. Offered Fall 2003 only.

359 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 ac-
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: not offered 2003-2004.

360 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, ethnohistory, ethnography, 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 2003-2004.

364 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: nonhuman 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; not offered 2003-2004.

367 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 fundamental 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 2003-2004.

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 Spring 2004.

371 American Intellectual History to 1865 This course examines the works of some of the most 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. Griswold, 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 three years: not offered 2003-2004.

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 2003-2004.
History

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 constraining 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 influences 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 2003-2004.

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 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; not offered 2003-2004.

377 The United States in the World, 1890-2002 The aim of this course is to introduce students to the major themes and events in American foreign relations during the twentieth century. The course examines the ways in which American leaders and the American people viewed the world around them and how those views helped to shape the course of American diplomacy during this period. Major themes include the shift from territorial expansion to a pattern of “informal empire” as well the structural, ideological, and cultural antecedents of American foreign policy. One recurrent sub-themes is the impact of domestic concerns and development of American foreign relations. Offered Spring 2004.

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 2003-2004.

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 consoli-
dation 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. Offered every three years; offered Fall 2003.

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 reel?” 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; offered Spring 2004.

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. Offered every three years; not offered 2003-2004.

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 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 2003-2004.

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

HONORS

Director: Michael Curley, English

John B. Magee Professor of Science and Values: Mott J. Greene

Assistant Professor: George Erving

Committee: Beverly Conner, English; George Erving, Honors/Humanities; James Evans, Physics; Robert Garratt, English; Mott Greene, Honors; Paul Loch, Philosophy; David Macey, English; Ilí Nagy
Art: Eric Orlin. Classics (on leave Spring 2004); Ann Putnam, English; Douglas Sackman, History (on leave Fall 2003); Bryan Smith. Mathematics and Computer Science

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.

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, 150, 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.
Honors

Course Offerings
Each course carries 1 unit of credit and is offered at least once each academic year.

First Year Seminars
See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Writing and Rhetoric
101 Encountering the Other/Writing the Self

Scholarly and Creative Inquiry
150 History and the Construction of the Other

206 The Arts of the Classical World and the Middle Ages  This course introduces students to the aesthetic, formal and social aspects of Egyptian, Greek, Roman, Early Christian 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. Prerequisite: Admission to the Honors Program. Offered each Spring. Satisfies the Fine Arts and the Fine Arts Approaches core requirements.

211 Literature and the Construction of the Self  This course introduces some of the major literary texts and questions that have shaped and haunted the Western humanistic tradition. Many of the readings are grouped around the theme of "the quest," a topos which has allowed authors (and allows the class) to address questions about the nature of life and death, desire, morality and integrity, and to confront the tensions between individuality and community, continuity and transformation. The "bookends" of the course, Homer's Odyssey and Joyce's Ulysses, set up another of its central concerns: What makes it worthwhile (for Joyce and for us) to read Homer? Why do these authors draw as much from art as they do from life? What does the art of literature do? What is it for? Why is it important to us as human beings? Satisfies Humanistic Perspective and Humanistic Approaches core requirements.

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 on Hilbert's axioms for geometry. Emphasis is placed upon logic, the axiomatic method, and mathematical models. Prerequisite: Admission to the Honors Program. Credit for HON 213 will not be granted to students who have completed MATH 300. Offered each year. Satisfies the Mathematical Reasoning and the Mathematical Approaches core requirements.
Humanities

214 Social Scientific Approaches to Knowing This course has as its subject matter the individual’s relation to society and the relationships that arise among individuals, organizations, or institutions. This course aims to enable the student, as an individual, to understand their relation to the social world considered as a web of complex and dynamic interrelationships among cultural, economic, psychological, political, and social factors. To this end the course examines and compares various systematic theories and methods used to analyze this social world, their embedded assumptions, their claim to scientific status and empirical verification, and their application to various contemporary problems. The course also examines the idea of a social science and the importance of simplifying or describing observations of the world in order to construct a model of individual or collective behavior. Satisfies the Society and the Social Scientific Approaches core requirements. 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:** Robert Garratt, English

**Assistant Professor:** George Eving

**Advisory Committee:** Geoffrey Block, Music; George Eving, Honors/Humanities; Denise Despres, English; Paul Loeb, Philosophy; Ili Nagy, Art; Eric Orlin, Classics (on leave Spring 2004); 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, whatever one's culture or tradition. The Humanities Program offers courses in conjunction with the University's Core allowing students to satisfy the following Core requirements: First-Year Seminars; Communication 1; Comparative Values; Historical Perspective; Humanistic Approaches; and Humanistic Perspective. The Humanities Program also offers first year students 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 17.

First Year Seminars

See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Writing and Rhetoric
121 Arms and Men: The Rhetoric of Warfare

Scholarly and Creative Inquiry
120 Culture and Crisis
122 Utopia/Dystopia

201 Arts, Ideas and Society Survey of intellectual developments in western civilization from the Renaissance through the eighteenth century. Emphasis is placed on the relationship between the individual and the state examined through literature and the arts. Satisfies the Historical Perspective and the Humanistic Approaches core requirements. Offered Spring 2004.

206 The Classics of Russian Literature Many Russian writers of the nineteenth and twentieth centuries have been concerned with the eternal, what they called the "accursed," questions that address the meaning and purpose of human existence. What is the meaning of life? What are one's obligations to oneself and to fellow human beings? What is a good society, and how does one obtain it? How does one reconcile the real and the ideal? Where do I stand in relationship to the infinite and the divine? While esthetic considerations loomed large in literature and the arts, they were frequently overshadowed and always influenced by political, social, and intellectual controversies of the day. Satisfies the Humanistic Perspective and Humanistic Approaches core requirements. Offered every other year.

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 evolution of human existence in China and Japan through more than two millennia. Texts include selections from novels, poetry, drama, stories, and essays in the consideration of recurring issues of human experience such as nature, family, power, wealth, love, aesthetics, self, society, and the consequences of social change. Satisfies the Humanistic Perspective and Humanistic Approaches core requirements. Offered every other year.

210 Power and Culture in Periclean Athens and Augustan Rome This interdisciplinary humanities course offers students an insight into the culture, politics and social structure of the ancient Greek and Roman city. This course emphasizes Classical Athens and Augustan Rome by examining the connections between the art, history and literature of each city. Major topics explored include the social and political uses of literature and material culture (art, architecture and city planning) and the impact of different types of political structures on art and literature. Readings concentrate on texts (in translation) written by Greeks and Romans themselves, supplemented by secondary literature on the art and history of each period. Satisfies the Humanistic Perspective and Humanistic Approaches core requirements. Offered every other year.

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 re-
flection 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.

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. Offered Fall 2003.

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. Offered Spring 2004.

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 2003-2004.

307 Shanghai and Tokyo in the 1920s This course explores Shanghai, China, and Tokyo, Japan, with reference to changing values and institutions in 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 cultural spaces synonymous with "the modern" in their respective national settings, rising out of different traditions, and the human experience of searching for meaning in changing times. Satisfies the Comparative Values core requirement and the Connections core requirement (effective 2005-2006).

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
International Political Economy

postmodern paradise in academic discourse, as well as, the popular arts, the course explores conflicting utopic and dystopic impulses contained within postwar and postmodern discourse. This course examines influential scholarly writings, contemporary literature, and film on Japan, including work by: Fredric Jameson, Jean-Francois Lyotard, Karatani Kojin, Tsushima Yuko, Oe Kenzaburo, Murakami Haruki, Arata Isozaki, Ridley Scott, Jurgen Habermas, William Gibson, and Itami Juzo. Satisfies the Comparative Values core requirement and the Connections core requirement (effective 2005-2006).

INTERNATIONAL POLITICAL ECONOMY

Director: David Balaam, IPE and Politics and Government
Professor: Michael Veseth (on leave 2003-2004)
Visiting Assistant Professor: Hendrik Hansen
Advisory Committee: Richard Anderson-Connolly, Comparative Sociology; Lisa Ferrari, Politics and Government; Karl Fields, Politics and Government (on leave 2003-2004); Leon Grunberg, Comparative Sociology (on leave Fall 2003); Nick Kontogeorgopoulos, IPE and Comparative Sociology; Ross Singleton, Economics; Michael Veseth, IPE (on leave 2003-2004); Matthew Warning, Economics (on leave Fall 2003)

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 Leadership.

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 theme 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.

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.
International Political Economy

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
- 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
- HIST 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.
International Political Economy

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, ECON 371, and one of the following courses: CSOC 230, 316, or 335 (see note below)

III. Literacy Requirements: MATH 271 or 272 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 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 339, Globalization in Southeast Asia
- PG 372, Japanese Political Economy

**B. North-South and Global Perspectives.**
- BPA 470, International Business Environments
- CSOC 230, Indigenous People: Alternative Political Economies
- CSOC 316, Social and Cultural Change
- 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
- PG 332, International Organizations
- PG 334, Ethics in International Relations
- PG 335, Global Security
- PG 336, Terrorism and Globalization
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 IPE 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.
5. IPE majors must take on of the Comparative Sociology courses listed under II above to fulfill the requirement; they may take any of the remaining Comparative Sociology courses listed as elective classes.
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 17.

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 and the Social Scientific Approaches core requirements.

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

Coordinator: John Lear, History

Advisory Committee: Don Share, Politics and Government; Pepa Lago Graña, Foreign Languages and Literature; Mark Goodale, Comparative Sociology, Matt Warning, Economics (on leave Fall 2003)

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 requirement 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 pursuing a minor 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. 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 Archaeology 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
SPAN 370, Survey of Twentieth-Century Latin American/Latino Theatre
SPAN 480, Seminar in Hispanic Literature (if Latin American content)
Latin American Studies

Social Sciences
- PG 322, The Political Economy of Central America and the Caribbean
- PG 325, The Political Economy of South America
- CSOC 230, Indigenous Peoples

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 17.

First Year Seminars
See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry
- 111 Salsa, Samba, and Soccer: Popular Culture in Latin America

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.
Mathematics and Computer Science

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 A. Beezer (on leave Spring 2004); Martin Jackson (on leave Fall 2003); Robert Matthews; John Riegsecker; David Scott; Bryan A. Smith, Chair

Assistant Professor: Randolph Benson; Sigrun Bodine; Michael Casey; DeWayne Derryberry

Visiting Assistant Professor: James Bernhard

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 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) CSCE 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) Students must maintain a grade point average of at least 2.00 in all contract courses and a grade point average of at least 2.00 in the upper-division (300-400 level) courses in the contract.

2) Students must 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.
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) BUS 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, 335, 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 17.

Note: Students must obtain a grade of C- or better in all prerequisite courses.

First Year Seminars

See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry

133 The Art and Science of Secret Writing

103 Introduction to Contemporary Mathematics

This course provides an introduction to contemporary mathematics and its applications. It includes topics from management science, statistics...
Mathematics and Computer Science

tics, 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 and the Mathematical Approaches core requirements.

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 and the Mathematical Approaches core requirements.

122 Calculus and Analytic Geometry II A continuation of MATH 121. The focus is on integration and its relationship to differentiation. Topics include arc length, area, and volumes of revolution. Calculus is used to study applications of 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 and the Mathematical Approaches core requirements.

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 Theorem 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 and the Mathematical Approaches core requirements. Not offered 2003-2004.

211 Introduction to Mathematics of Computer Science An introduction to the mathematics underlying computer science. Topics include a review 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.
Mathematics and Computer Science

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 and the Mathematical Approaches core requirements.

221PH Multivariable Calculus (integrated with General University Physics) This course is a continuation of MATH 122PH. Students' 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 and the Mathematical Approaches core requirements. Not offered 2003-2004.

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 and the Mathematical Approaches core requirements.

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 and the Mathematical Approaches core requirements. 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. Prereq-
Mathematics and Computer Science

units: Three years of high school mathematics. Satisfies the Mathematical Reasoning and the Mathematical Approaches core requirements. 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 and the Mathematical Approaches core requirements. Students with Advanced Placement credit for MATH 271 should consider enrolling in MATH 272.

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 nonparametric methods, analysis of variance, and multiple regression. Prerequisite: MATH 271 or equivalent. Satisfies the Mathematical Reasoning and the Mathematical Approaches core requirements.

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

296 Problem Seminar in Mathematical Modeling no credit In this class students are given examples of problems from an annual international mathematical modeling contest. The students, in groups and with faculty mentoring, develop approaches to the problems. The students and faculty also discuss winning solutions to the problems. The students are expected to participate in the contest and give a presentation of their solution. The course meets once per week, is graded pass/no pass, is a 0 credit course, and can be repeated. Prerequisites: MATH 221 and 232 or permission of the 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.
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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 2003-2004.

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 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; not offered 2003-2004.

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; next offered Spring 2005.

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; 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, spe-
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cial 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 mathematics. Prerequisite: permission of instructor. May be repeated for credit. Offered at least every three years; not offered 2003-2004.

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 shows 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; offered Spring 2004.

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.
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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 and the Mathematical Approaches core requirements.

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. Not offered 2003-2004.

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. Offered Fall term only.

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 and the Mathematical Approaches core requirements.

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. Crosslisted as MATH 310. Offered every other year; not offered 2003-2004.

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 Fall 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. Offered Fall 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 MATH 335. Offered every other Spring; not offered 2003-2004.

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 2003.

375 Computer Systems and Architecture Design The study of the functionality and implementation of computers and 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 2003-2004.
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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. **Prerequisite:** CSCI 361 and permission of the instructor. Not offered 2003-2004.

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; not offered 2003-2004.

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.

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; offered Spring 2004.

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; not offered 2003-2004.

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; offered Spring 2004.

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
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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

Professor: Geoffrey Block; Duane Hulbert; Patri Krueger; Robert Musser; Keith Ward, Director
Associate Professor: Tanya Stambuk
Assistant Professor: Robert Hutchinson; Christopher McKim; Janet Pollack, Maria Sampen; Jerry Yankman
Visiting Assistant Professor: Steven Zopfi
Northwest Artist in Residence: Cordelia Wikarski-Miedel
AffiliateArtist Faculty: Joseph Adam; Marcia Baldwin; Lynn Bartlett-Johnson; Rodger Burnett; Christophe Chagnard; Michael Delos; Karla Epperson; Karla Flygare; Michael Miropolsky; Jennifer Nelson; Chris Olka; Sydney Potter; Amy Putnam; Paul Rafanelli; Joyce Ramee; Douglas Rice; Stephen Schermer; Jay Judson Scott; Kathryn Weld; Mark Williams; Pat Wooster

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, as designated by the United States Department of Education, 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. Bachelor’s programs accredited are the professional degrees in performance, music education, elective studies in music business and the Bachelor of Arts degree with a major in music.
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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 are 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 development 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 music 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 hand 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, $90
One-half unit, $180
One unit, $360

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 instruction.
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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 or the Fine Arts Approaches core requirements 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, as assigned; 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 are qualified.

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 an 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 perform in one noon recital 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.
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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, 337, 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, 337, 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.

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, 337, 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);
5) Two and one-half units to be chosen from MUS 168/368 (.5 unit maximum), 220, 221, 222, 292, 293, 294, 301, 335, 337, 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);
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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);
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: BUS 205, 305, 310, and CSCI 158; ECON 170 is a prerequisite for BUS 310; MATH 271 is recommended but not required.
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, 335, 337, 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.

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, Music Theory 1
102/104, Music Theory 2
201/203, Music Theory 3
202/204, Music Theory 4
301, Analysis of Form and Texture of Music
335, Jazz Theory and Improvisation
337, Composition
401, Counterpoint
402, Orchestration

History and Literature
100, Survey of Music Literature
220, The Broadway Musical
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
Music

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 (thirty-minute lesson)
161-462, Applied Music (sixty-minute lesson)
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 and
Fine Arts Approaches core requirements courses)

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 17.

First-Year Seminars
See First-year Seminars in the Core Curriculum section of this Bulletin for course descriptions
(pages 17 and 25).

Scholarly and Creative Inquiry

120 Pop Music and Its Context

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 and the Fine Arts Approaches core requirements.

101/103 Music Theory 1 (101) Development of skills in sight singing, melodic and harmonic
dictation, transcription, and keyboard harmony to improve overall musicianship and comprehen-
sion of music theory and literature. (103) Introduction to the fundamentals of music theory:
scales, key signatures, intervals, triads, seventh chords, harmonic function and progression, four-
part voice leading, and period forms. Creation of an original composition. Offered Fall term
only.

102/104 Music Theory 2 (102) Continuation of MUS 101, including further diatonic intervals
and more complicated rhythms in sight singing and melodic dictation, and all diatonic harmonies
in harmonic dictation. (104) Study of non-chord tones, secondary chords, and modulation
through analysis and four-part writing. Creation of original composition. 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 stu-
dents 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 ma-
terial studied. Registration for lessons is through the Music office prior to University registration.
Music

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 Fall 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.

168/368 Instrumental Chamber Music/Opera Workshop .5 unit  Music for small vocal and instrumental ensembles, one performer to a part. May be repeated for credit. Prerequisite: permission of instructor.

170/370 Wind Ensemble .5 activity unit  Prepares 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.

172/372 Adelphian Concert Choir .5 activity unit  Prepares 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.

174/374 University Symphony Orchestra .5 activity unit  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.

176/376 University Chorale .25 activity unit  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.

178/378 University Madrigal Singers .25 activity unit  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.

180/380 Dorian Singers .25 activity unit  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 cappella literature and appear in concert several times each semester. Audition required. May be repeated for credit. Pass-fail grading only.

184/384 Jazz Band .25 activity unit  Prepares 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.

188/388 University Band .25 activity unit  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.
201/203 Music Theory 3  (201) Chromatic exercises in sight singing, melodic and harmonic dictation, and keyboard harmony to improve overall musicianship and comprehension of music theory and literature.  (203) Study of chromatic harmony including mode mixture, the Neapolitan, augmented sixth chords, and enharmonic modulation. Creation of an original composition. Prerequisite: MUS 102/104 or advanced placement by examination. Offered Fall term only.

202/204 Music Theory 4  (202) Singing and keyboard exercises in counterpoint, jazz theory, and twentieth century techniques. Dictation of contrapuntal examples, jazz scales and chords, and twentieth century sonorities and pitch sets. Harmonic dictation of all chromatic harmonies and modulations. (204) Study of sixteenth and eighteenth century counterpoint through composition and analysis; introductory jazz theory; and twentieth century compositional techniques through analysis of selected literature. Prerequisite: MUS 201/203 or advanced placement by examination. Offered Fall term only.

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 Fall term only.

220 The Broadway Musical  A historical survey that focuses on the principal developments and creators of the modern Broadway musical from the 1920s 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 and the Fine Arts Approaches core requirements.

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 and the Fine Arts Approaches core requirements.

222 Music of the World's Peoples  An introductory survey of the music from world cultures as varied as African, Indonesian, South American, Caribbean, Asian, European, Asian, Celtic, and the United States. Students are introduced to the methods of ethnomusicology and to the viewpoint that music is a human activity (a product of its historical, social, and cultural context. Satisfies the Fine Arts and Fine Arts Approaches core requirements. 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 through development of the Classical style in music in late eighteenth century Vienna. Students explore such topics as sacred and secular monophonic and polyphonic music in the Middle Ages and the development of vocal and instrumental styles and genres in the Renaissance, Baroque, and Classical eras. The focus of each class is on detailed analytical, histori-
Music

cal, and critical study of representative works through lectures, class discussions, writing assignments, student performances, and directed listening assignments. Satisfies the Fine Arts and the Fine Arts Approaches core requirements. 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; 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; offered Spring 2004.

274 The Age of Haydn, Mozart, and Beethoven An introductory survey of music of the classical era (1750-1825). Students explore the historical and stylistic developments of this period through the life and works of the period's three masters, Haydn, Mozart, and Beethoven. Satisfies the Fine Arts and the Fine Arts Approaches core requirements. Offered Fall 2003.

275 Romanticism in Music An introductory survey of music in the Romantic era (1815-1900) beginning with the late works of Beethoven and Schubert and ending with the works of 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, the lives of the composers, and the creative process are examined, and the importance of the artist for society is considered. Satisfies the Fine Arts and the Fine Arts Approaches core requirements. Next offered Fall 2004.

276 Twentieth-Century Music An introductory survey of twentieth-century music. The course will explore 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 will be given to selected pop styles and genres, jazz, blues, popular song, the Broadway musical, film music, and rock. Satisfies the Fine Arts and the Fine Arts Approaches core requirements. Next offered Spring 2005.

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 gest-
Music

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.

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.

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<tr>
<th>Instrument</th>
<th>Prerequisite</th>
<th>Term</th>
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<tr>
<td>295 Brass</td>
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<td>296 Percussion</td>
<td>MUS 292 or 294</td>
<td>Spring</td>
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<tr>
<td>297 Saxophone and Double Reeds</td>
<td>MUS 291 or 293</td>
<td>Fall</td>
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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 Spring term only.

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; 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 through 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; next offered Fall 2004.

337 Composition .5 unit An introduction to compositional technique through the study of musical form, style, performing forces (including electronic media), text setting, twentieth-century compositional techniques, and analysis of selected compositions. May be repeated for up to 1.5 units. Prerequisites: MUS 102/104 and permission of instructor. Offered Fall 2003.
Music

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; 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; 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; next offered Fall 2004.

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 2003-2004.

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; offered Fall 2004.

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.

396 'Cello and Bass MUS 394 Spring term
397 Violin and Viola MUS 393 Fall term
398 Flute and Clarinet MUS 394 Spring term

Must be taken concurrently with
Natural Science

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; 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; next offered Spring 2005.

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 2003 topic: The Romantic Generation.


495/496 Independent Study  Credit arranged. Independent study in specific areas; written proposals required. May be repeated for credit. Prerequisite: 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 Career and Employment Services. 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 258 of this Bulletin).

NATURAL SCIENCE

Coordinators: Steven Neshyba, Chemistry; James Evans, Physics; Barry Goldstein, Geology; Betsy Kirkpatrick, 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 level (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
Natural Science

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: BIOJ 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 GEOI. 200; GEOI. 105 may also count towards the major;
2) No more than two 100-level Geology courses will count towards 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.
Occupational Therapy

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.

OCCUPATIONAL THERAPY

Professor: Juli McGruder (on leave 2003-2004); Ronald Stone: George Tomlin, Director
Associate Professor: John Finney, Chair, Occupational Therapy; Yvonne Swinth (on leave Spring 2004)
Clinical Associate Professor: Martins Linauts
Academic Coordinator of Clinical Education: Marie DeBenedictis

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 bachelors 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. Specific prerequisite courses must be also 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 course concerning human behavior. 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 the Occupational Therapy department.

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.
Philosophy

sion to the occupational therapy program. Applicants who have been or will be granted an under-graduate 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 Occupational Therapy program presentation folder. For information on completion of degree requirements for the graduate program in Occupational Therapy see the Graduate Bulletin. The course sequence and course descriptions for the MOT and MSOT degrees are contained in both publications.

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 17.

101 Introduction to OT/PT   .25 unit This non-traditional advising section is for students interested in exploring the fields of occupational therapy and physical therapy in addition to the liberal arts and sciences. There are two major objectives in the course: 1) to define the roles and functions of occupational therapists and physical therapists in a variety of settings, and 2) to explore students’ alternative academic interests to ensure that their courses of study will be chosen in a well-informed and considered way.

Note: This course is not required for either the OT or the PT program, nor will it meet any requirements for those degrees.

PHILOSOPHY

Professor: Paul Loeb, Chair

Associate Professor: William Beardsley; Douglas Cannon (on leave Spring 2004)

The Philip M. Phibbs Assistant Professor of Ethics and Science: Heather Douglas

Assistant Professor: Mark Jenkins

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 recognizable 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 17.

First Year Seminars
See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry
104 Freedom of the Will and the Concept of a Person
105 Democracy and Equality
107 Making Choices About the Environment
108 Infinity and Paradox
109 Religion in Philosophy and Literature
106 Introduction to Philosophy Representative philosophical topics, such as mind and body, the grounds of knowledge, the existence of God, moral obligation, political equality, and human freedom, are discussed in connection with major figures in the philosophical tradition originating in ancient Greece, e.g., Socrates, Plato, Descartes, Hume, Rousseau, and Nietzsche, and with con-
temporary philosophers who are heirs to that tradition. Satisfies Humanistic Perspective and the Humanistic Approaches core requirements.

172 Logic and Language This course presents an account of deductive inference in natural language. The logical relations of mutual consistency, implication, and equivalence are defined among sentences of English, as is the notion of a valid deductive argument expressed by sentences of English. Theoretical and technical devices are introduced both from standard symbolic logic and from generative grammar. The focus is on natural language and on grammatical structures that determine logical force. Also considered are philosophical issues about language, mind, meaning, and truth. Readings introduce important figures in recent and contemporary thought: Gottlob Frege, Ludwig Wittgenstein, Alfred Tarski, Noam Chomsky, W.V.O. Quine, and Paul Grice. Satisfies the Mathematical Reasoning and Mathematical Approaches core requirements. Offered Fall 2003.

215 Ancient Philosophy A survey of the origins of Western philosophy in Ancient Greece, beginning with the Presocratics 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 Humanistic Perspective and the Humanistic Approaches core requirements.

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 2004.

235 Science Policy and Research Ethics Over the past half-century, science has become an integral part of American society. It has become a major recipient of governmental funding; it has had a major influence on American life; it has become a central player in certain ethical debates; it is the primary authoritative voice on issues of fact. Yet it remains unclear why we fund science to the extent we do (what are the goals), and it remains contested what the responsibilities are of the scientists who play these major roles. Why do we fund science the way we do? Which projects should have priority? Who should decide and how? Are there research projects scientists should not pursue? Why or why not? What moral responsibilities are inherent to being a scientist? What moral responsibilities follow from the social role scientists play? This course directly addresses those questions. Offered every other year; offered Spring 2004.

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 atheistic 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. Offered every other year; not offered 2003-2004.
Philosophy

273 Formal Logic  A study of the principals and techniques of deductive logic, taking the formal approach that prevails in contemporary practice. Arguments are paraphrased in a formal language and elements of that language are interpreted by being assigned certain simple mathematical structures. Topics include the concepts of consistency, logical consequence, and proof; the logic of truth-functions, quantifiers, and identity; and an introductory consideration of theorems about the formal language and its interpretations, themselves (what is called metalogic). The nature of logic, its role in reasoning, and its epistemological standing are considered philosophically. Prerequisite: MATH 111 or PHIL 172 or permission of instructor. Satisfies the Mathematical Reasoning and the Mathematical Approaches core requirements.

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.

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. Offered every two years; offered Fall 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 2004.

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 are also required. Prerequisite: PHIL 219. Offered every two years; not offered 2003-2004.

330 Epistemology: Theory of Knowledge  This course addresses issues about the nature of knowledge, justification, and truth, issues that arise from questions like, "How do you know?" and "Can you be sure?" Epistemology has largely been driven by skeptical worries as to whether knowledge is really possible, whether human reason can discover the truth. Under the influence of Quine, many contemporary philosophers dismiss the challenge of skepticism and recast epistemology as a natural science, allied with psychology. Yet skepticism underlies many currents in the humanities, influencing post-modernism, relativism, social constructionism, deconstruction, and even feminism. In examining these developments, the course addresses works by such philoso-
Offered themes - Catherine ph 332 should scientific methodology, the discussion. The course examines the nature of scientific change and how one should understand the history of science. These issues lead to a discussion of the nature of scientific knowledge, including whether scientific entities should be considered real and what role values play in the development of science. Issues that arise from particular sciences also may be discussed. Prerequisite: one course in Philosophy. Offered Fall 2003.

332 Philosophy of Science This course consists of a philosophical examination of science. The course examines attempts to describe what is distinctive about science, including views concerning scientific methodology. The course also examines the nature of scientific change and how one should understand the history of science. These issues lead to a discussion of the nature of scientific knowledge, including whether scientific entities should be considered real and what role values play in the development of science. Issues that arise from particular sciences also may be discussed. Prerequisite: one course in Philosophy or completion of basic natural science coursework. Offered every other year; offered Spring 2004.

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 every other year; not offered 2003-2004.

353 Philosophy and Film This course studies film as a philosophically interesting medium and as a vehicle for philosophical exploration. Themes of the course may vary, but some typical ones are the difference between image and reality; the nature of art and beauty; the role of values, ideology, and politics; and questions regarding time, memory, identity. Offered Spring 2004.

361 Aristotle This course is a moderately comprehensive and systematic treatment of Aristotle, including method, metaphysics, psychology, ethics, and politics. It considers Aristotle's criticism of Plato's theory of forms and his own views about what is real, the relation of form and matter, the nature of the soul, the highest human good, and the relation of the individual and the community. Prerequisite: PHIL 215. Offered every other years: offered Fall 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 Fall 2003 and Spring 2004.

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. Prerequisite: one course in Philosophy or ENVR 110. Offered Fall 2003.
Philosophy

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. Offered Fall 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. Not offered 2003-2004.

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 Marxist vision of post-revolutionary society. Satisfies the Comparative Values core requirement. Offered Fall 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 pluralism, and between feminist standpoint theories and varieties of social contextualism and social constructionism. Satisfies the Comparative Values core requirement. Offered Spring 2004.

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; offered Spring 2004.

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 2003-2004.

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. Par-
Physical Education

A particular focus is placed on issues arising from environmental risk assessment. Prerequisite: one course in Philosophy or ENVR 110. Offered every other year; not offered 2003-2004.

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; offered Spring 2004.

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 Spring 2004.

PHYSICAL EDUCATION

Director of Physical Education, Intercollegiate Athletics and Recreation: Amy Hackett

Activities Instructors and Varsity Sport Coaches: Michael Adams, Suzy Barcomb, Marge Beardemphl, Brian Billings, Steve Bowen, Beth Bricker, Eric Bridgeland, Jomarie Carlson, Tiffany Fields, Michael Fosnick, Reggie Frederick, Randy Hanson, Robert Hecker, Shannon Hendrickson, Michael Li, Mark Massey, Chris Myhre, Reece Olney, Mike Orcelia, 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>101</td>
<td>Cross Country (men and women)</td>
<td>109</td>
<td>Softball (women)</td>
</tr>
<tr>
<td>102</td>
<td>Football (men)</td>
<td>110</td>
<td>Crew (men and women)</td>
</tr>
<tr>
<td>103A</td>
<td>Soccer (men)</td>
<td>111</td>
<td>Golf (men and women)</td>
</tr>
<tr>
<td>103B</td>
<td>Soccer (women)</td>
<td>112</td>
<td>Tennis (men and women)</td>
</tr>
<tr>
<td>104</td>
<td>Volleyball (women)</td>
<td>113</td>
<td>Track (men and women)</td>
</tr>
<tr>
<td>108</td>
<td>Baseball (men)</td>
<td>115</td>
<td>Lacrosse (women)</td>
</tr>
</tbody>
</table>
Physical Education

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.

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.

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 pilotable 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 2003-2004.

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.
Physical Education

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 its equivalent. Unique considerations: course fee to cover rental of bowling lanes.

145 Pickleball/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.

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.

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.

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.

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 swim-
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.

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 aerobics 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.
Physical Therapy

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.

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.

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.

PHYSICAL THERAPY

Professor: Kathleen Hummel-Berry, Director
Associate Professor: Roger Allen; Sarah Westcott
Clinical Associate Professor: Ann Wilson
Visiting Clinical Assistant Professor: Cindy Benson

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 matriculation 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 courses, which 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; and any one of CSOC 206 (Deviance and Social Control), CSOC 270 (Disability, Identity, and Power), PSYC 101 (Introduction to Psychology) or PSYC 295 (Abnormal Psychology) or equivalent. 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.

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.

**Undergraduate 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 17.

**First Year Seminars**

See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

**Scholarly and Creative Inquiry**

110  Analyzing Health Care

101  Introduction to OT/PT  .25 unit  This non-traditional advising section is for students interested in exploring the fields of occupational therapy and physical therapy in addition to the liberal arts and sciences. There are two major objectives in the course: 1) to define the roles and functions of occupational therapists and physical therapists in a variety of settings, and 2) to explore students’ alternative academic interests to ensure that their courses of study will be chosen in a well-informed and considered way.

**Note:** This course is not required for either the OT or the PT program, nor will it meet any requirements for those degrees.

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**PHYSICS**

Professor: Gregory Elliott; James Evans; Andrew Rex, Chair; Alan Thorndike, University Professor of Natural Science

Assistant Professor: Kristi Hendrickson

Visiting Assistant Professor: Jason Donev; 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,
Physics

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) CHEM 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 17.

First Year Seminars

See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry

- 102 A Brief History of Time: A Look at Hawking’s Universe
- 103 The Search for Extraterrestrial Intelligence

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 Natural World and Natural Scientific Approaches core requirements.

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 Natural World and Natural Scientific Approaches core requirements.

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. The history of theories of light and color is discussed along with current applications to photography and technology. A weekly laboratory is required. Satisfies Natural World and Natural Scientific Approaches core requirements.

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 Natural World and Natural Scientific Approaches core requirements.

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 Natural World and Natural Scientific Approaches core requirements.

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.
Physics

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 Natural World and Natural Scientific Approaches core requirements. Credit for PHYS 111 will not be granted to students who have completed PHYS 121; credit for PHYS 121 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 Natural World and Natural Scientific Approaches core requirements. 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 Natural World and Natural Scientific Approaches core requirements. 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 Natural World and Natural Scientific Approaches core requirements. 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 Natural World and Natural Scientific Approaches core requirements. 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 Natural World and Natural Scientific Approaches core requirements.

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). Satisfies Natural World and Natural Scientific Approaches core requirements.
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. Satisfies Natural World and Natural Scientific Approaches core requirements.

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 2003-2004.

262 Computational Tools for Physics  This course introduces students to common techniques and tools for finding and exploring the solutions to physical problems using computational tools. Students gain a working familiarity with software packages commonly used in physics and other sciences such as Mathematica (primarily for symbolic manipulations and graphing), MATLAB (primarily for numerical and array manipulations and graphing, LaTeX for precise scientific word processing), Numerical Recipes using C programming languages (for numerically solving problems). Students learn to apply these tools to all branches of physics throughout their career. Extensive programming experience is not required. Laboratory required. Prerequisites: PHYS 121, 122, and 221 or permission of instructor. Next offered Spring 2005.

299 The History and Practice of Ancient Astronomy  This course treats the ancient astronomical tradition from its beginnings around 700 BC down to its culmination in the astronomical Renaissance of the sixteenth century. Attention is devoted not only to the emergence of astronomy as a science, but also to the place of astronomy in ancient life, including its use in time-telling, and its affinities with literature and philosophy. The treatment of ancient technical astronomy is thorough enough to permit the student to apply ancient techniques in practical problems, e.g., in the design of sundials and the prediction of planet positions. Concrete models and scale drawings are used to deepen understanding and to simplify analysis, but some geometry will be required. Prerequisites: one course satisfying the Humanistic Approaches core. Satisfies Natural World and Natural Scientific Approaches core requirements.

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.
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This course assumes a knowledge of calculus. Prerequisites: PHYS 305 and MATH 221, or permission of the instructor.

322 Experimental Physics An introduction to experimental physics, involving independent work on several physical systems. Prerequisite: PHYS 221 or permission of instructor. Next offered 2004-2005.

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 (on leave 2003-2004); William Haltom; Arpad Kadarkay; Donald Share. Acting Chair: David Sousa

Associate Professor: Patrick O’Neil (on leave Spring 2004)

Luce Assistant Professor of Islamic Societies in Southeast Asia: Carlo Bonura

Assistant Professor: Shana Bass (on leave 2003-2004); Lisa Ferrari

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, 315, 316, 317, 318, 319
      Comparative Politics: PG 315, 321, 322, 323, 325, 326, 327, 328, 329, 336, 339, 371, 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.

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 100-level courses (101, 102, 103, or 104);
   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 that may be applied to a major or minor based on the age of the course.
Politics and Government

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 17.

First-Year Seminars

See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry

111 The Constitution in Crisis Times: From the Civil War to the War on Terrorism
131 Islam and Its Contexts

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 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 and Social Scientific Approaches core requirements.

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 and the Social Scientific Approaches core requirements.

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 and the Social Scientific Approaches core requirements.

104 Introduction to Political Theory: The Perennial Issues  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
Politics and Government

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; offered Fall 2003.

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 2003-2004.

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 2003.

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; next offered 2004-2005.

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; next offered 2004-2005.

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 pess-
mism that marks so much of contemporary political discourse is justified. **Prerequisite:** PG 101. Not offered 2003-2004.

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 2004.

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 2004-2005.

317 **U.S. Political Economy** This course focuses on questions about the relationship between capitalism and democracy and the ways that the harmonies 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; next offered 2004-2005.

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; 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 2003.

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
Politics and Government

one or more regions of Europe. Prerequisite: PG 102. Offered every other year; next offered 2004-2005.

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; next offered 2004-2005.

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. Not offered 2003-2004.

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; offered Fall 2003.

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 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 2004-2005.

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.

329 Political Economy of the European Union The European Union is probably the world's best example of an integrated political, social, and economic community. This course explores the
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historical origins and development of the EU, its institutions and manner in which they reflect a complex relationship between the national and supranational levels of decision-making, efforts to establish a single integrated market, the role of the EU in global politics, and finally, prospects for a global enlargement along with the role of the EU in the future. Prerequisite: PG 102, 103, or IPE 201 recommended. Offered Fall 2003 only.

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 Spring 2004.

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. Offered Spring 2004.

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 2003.

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 Fall 2003.

338 War, Peace, and the Mass Media  This course examines the role and impact of the media (both news and entertainment) on foreign policy particularly issues of war and peace. The course employs various theoretical analyses of media performance to illuminate case studies in which the character and impact of media coverage on specific issues are addressed. Prerequisite: PG 103 or permission of the instructor. Offered Spring 2004 only.

339 Globalization in Southeast Asia  This course offers a critical overview of the social implications of global transformations on Southeast Asian economies during the past decade. In particular, the course focuses on the interdependence of Southeast Asian markets with global markets,
Politics and Government

economic migration, and regional labor issues. The course also develops the ideas of global, regional, and transnational “currents” and how these movements shape the experience of and possible resistance to globalization. These currents include economic and religious migration; regional consumption; financial crises, and their political counterparts, the organization of labor across the region; and the continual tension between transnational currents and national identity. Prerequisites: PG 102 or 103. Offered every three years; offered Fall 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 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 2003.

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 contraries.” Satisfies the International Studies core requirement. Offered every other year; offered Spring 2004.

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 policies. 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. Not offered 2003-2004.

410 Research Seminar in U.S. Politics Students in this seminar focuses 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 stu-
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dents should check with U.S. politics faculty to determine the theoretical and substantiative focus of the upcoming offering. Prerequisites: PG 101, major concentration in U.S. Politics, senior standing, and PG 250 or permission of instructor.

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 101, major concentration in U.S. Politics, senior standing, and PG 250 or permission of instructor. Offered every third year; not offered 2003-2004.

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, senior standing, 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 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, major concentration in political theory, PG 250, and 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 policies. 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 258 of this Bulletin).
Psychology

PSYCHOLOGY

Professor: Barry Anton; Catherine Hale; Lisa Wood (on leave Spring 2004)

Associate Professor: Robin Foster; Sarah Moore (on leave Fall 2003); Mark Reinitz; Carolyn Weisz, Chair

Assistant Professor: David Moore

Visiting Assistant Professor: Maureen Grissom; Jill Nealey-Moore

About the Department

Psychology is the study of human thought and behavior. 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 scientific investigation as the fundamental underpinning of psychology and its effective application. Thus, a solid foundation in psychology hinges on an empirically-based understanding of human and animal thought, experience, and behavior. Psychology also has roots in the rational self-reflective capacities of the human mind, in the search for meaning within experience, and in a humanistic concern for others. A comprehensive understanding of the field requires research training, critical analysis of psychological theories and research, and the ethical application of scientific knowledge.

The psychology faculty and curriculum represent many of the major subdisciplines in psychology (e.g., development, clinical, cognition, learning, sensation, perception, biopsychology, personality, and social). Lower division courses geared toward majors and nonmajors introduce students to psychological theories and ways of knowing within broad content areas. Within the major, students progress through a series of methods, statistics, and laboratory courses and take upper division elective courses to explore selected topics in greater depth. Seminars and independent study courses provide opportunities for students to approach contemporary issues in psychology and to develop the skills of scholarship at a more sophisticated level. Cocurricular opportunities including colloquia, internships, psychology club activities, and faculty-supervised research enhance the major for interested students.

The curriculum in the Department of Psychology meets many of the broad educational goals of the University. It provides opportunities for students to strengthen both the quantitative and verbal aspects of logical thinking and critical analysis. Students develop their written and oral communication skills, consider connections between psychology and other disciplines, and apply psychological concepts to practical problems. Topics within psychology frequently reach students at a personal level, providing the motivation for both intellectual and personal development. Thus, education in psychology helps 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)
   a. BIOL 111 or 121
   b. 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.
Psychology


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. First year seminars do not count as Psychology elective courses.

8. All courses in the major must be taken for a grade.

9. Psychology majors must satisfy University core requirements other than First Year Seminars 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 17.

First Year Seminars

See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry

145 Ethical Issues in Clinical Psychology

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.

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.

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. Laboratorv 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 101, 111 and/or 121. Offered every other year; offered Spring 2004.

273 Developmental Psychology: Prenatal 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 the End of Life This course focuses on the development of individuals from adolescence through death. The domains of cognitive, physical, and psychosocial development are examined, with a particular emphasis on the multiple factors and contexts that influence development in each of these areas. Current theories and research are explored on a variety of topics relevant to adolescence and adulthood, including adolescent rebellion, identity development, midlife crisis, and caring for elderly parents.

281 Social Psychology Social Psychology is a field that uses empirical methods, primary experiments, to study the social nature of our behaviors, attitudes, perceptions, and emotions. This course is a survey of theory and research literature pertaining to the prediction of human behavior in social settings. Themes covered include research methodology, social perception, attitudes and attitude change, prejudice, aggression, attraction, helping, conformity, group behavior, and the application of findings to current social problems. Satisfies the Society and the Social Scientific Approaches core requirements. (Note: Psychology majors cannot fulfill the Society or Social Scientific Approaches core requirements with this course.)

283 Social Psychology — ILACA London Program The course begins with an introduction to the major themes and approaches in social psychology together with an overview of the research methods used. The themes are methodology, perspectives, and ethics. The courses progressively include varied topics including the social self, interpersonal relationships, attraction, social influence, prejudice, discrimination, pro and anti-social behavior and aggression, and how the different psychological theories explain them. Throughout the course, students are encouraged to consider how the social psychological theories and research contribute to their own practical issues in the different domains of their personal lives (e.g., education, relationships, health). Offered only as a part of the London ILACA program.

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. Offered every two years; next offered Spring 2004.
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. Usually offered every other year; offered Fall 2003.

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, 121, or 111. Usually offered every other year.

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. Usually offered every other year; offered Fall 2003.

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 History and Systems of Psychology 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; next offered 2004-2005.

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 audition, 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 required. **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. **Prerequisite may vary depending on topic. Prerequisite: PSYC 201 or permission of instructor.** Topic for Fall 2003: Psychology of Romantic Relationships. Topic for Spring 2004: The Psychology of Illusions.

371 Psychological Testing and Measurement  This course is an introduction to psychological testing and measurement. Students address the topics of test development, validation, and administration; survey commonly used psychological measures; and discuss ethical, legal, social and emotional impacts of decisions based on measures. In computer-based laboratories, students analyze 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 Developmental Psychopathology  Mental health disorders among children and adolescents are pervasive. Youth violence is a serious social problem. This course examines the etiology, diagnosis, and treatment of mental health problems of children and adolescents based on the empirical literature. **Prerequisite: PSYC 2201, 273, or 295.** Students who have received credit for PSYC 370 with the topic of pediatric psychopathology may not receive credit for PSYC 395. Usually offered every other year; offered Spring 2004.

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 comparison of cognitive-behavioral theories to psychoanalytic, humanistic, and systems approaches. Students have opportunities to develop and practice basic counseling skills as part of the humanistic segment of this course. **Prerequisite: PSYC 330 or PSYC 345.**

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.
Religion

495 Independent Study Independent study credit is available to students who demonstrate legitimate educational needs not met through regular course offerings. Students must have junior or senior class standing and a cumulative grad average of at least 3.00. 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. Independent students approved by a Psychology advisor for one unit may count as an upper-division Psychology elective.

497/498 Internship Seminar Volunteer or work experience relevant to psychology and weekly seminar meeting. Open to juniors and seniors with a 2.5 GPA. Students should meet with the University internship coordinator the semester prior to enrolling to begin planning an internship. Internships approved by a psychology advisor may count as an upper-division psychology elective. Prerequisites: Approval of the Internship Coordinator (see page 258 of this Bulletin).

RELLGION

Professor: Douglas R. Edwards
Associate Professor: Suzanne Holland, Chair; Judith Kay; Stuart Smithers (on leave Fall 2003)
Visiting Assistant Professor: Jonathon Stockdale
Research Fellow: Jane Marie Pinzino

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 Traditions
   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
   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
   108, Yoga and the Ascetic Imperative
   207, A Passion for Justice: Contemporary Liberation Theologies and Ethics
   218, Crime and Punishment
   265, Thinking Ethically
   290, Mysticism and Esotericism
   301, Consciousness and the Bourgeoisie
   302, Ethics of Responsibility and Difference
   361, Heroes of Integrity
   364, Issues in Biotech
   365, Antisemitism and the Holocaust
   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
Religion

337, Religious and Philosophical Classics of China and Japan
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 207, 218, 265, 302, 361, 364, 365, 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
- FI 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.

A. One course from each of the following four groups:
B. Biblical Studies and the Ancient World
C. History and Thought of Monotheistic Traditions
D. Society, Culture, and Ethics
E. Asian Religious Traditions
F. One other Religion course
G. At least two of the five courses must be taken at the 300 level or higher.
Religion

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 17.

First-Year Seminars

See First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry

111 Joan of Arc

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 and the Humanistic Approaches core requirements. Offered each year.

102 Jesus and the Jesus Traditions  The figure of Jesus has sparked theological debates, artistic expressions, government decrees, religious persecutions, pietistic revivals, and social and moral attitudes, affecting the lives of countless generations. This course addresses an over-arching question throughout the semester: How does an educated person in today’s society evaluate such conflicting responses? The course draws on current historical and narrative approaches to understand the ‘images’ of Jesus in their respective literary, social, and historical contexts. It addresses some of the following questions: What did Jesus mean to the first interpreters? How did the early Christian communities view Jesus? What do the texts reveal about early Christian attitudes towards outsiders (government, different religious groups, social/moral attitudes)? How has Jesus been perceived in Christian tradition (art, literature, theology, ecclesiology) and in the development of western civilization (e.g., literature, the arts, politics, public schools)? The goal is not to give final and definitive answers. Rather, the course seeks 1) to encourage questions regarding the themes, purpose, and significance of the texts; 2) to provide methodological tools to aid such questions; 3) to place these questions and answers amidst the questions and answers of others; and 4) to understand the Jesus traditions both ancient and contemporary in light of their own social, cultural, and literary contexts. Satisfies the Humanistic Perspective and Humanistic Approaches core requirements.

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. Not offered 2003-2004.
Religion

112 Archaeology and Religion Archaeology combines science and history in an attempt to reconstruct ancient worlds. Like anthropology, it seeks to determine how people lived in ancient communities as reconstructed through their buildings, tools, and artifacts. Many disciplines combine to find and interpret material remains, ranging from biology to geology to historical records. Archaeology is more than just putting together a jigsaw puzzle or recreating the material cultures of remote periods. Archaeologists now want to find out not only how people lived and used their environment but also why they lived the way they did. What patterns of behavior occur and how did their lifestyles and material culture come to take the form they did? This course examines these concerns drawing on current theories paying particular attention to the way archaeology elucidates the role religious symbols, groups, and ideas structures the ancient world. Archaeological excavations in the Mediterranean and Black Sea regions (notably Israel, Greece and the Crimea) provide case studies for understanding these concerns, especially for the Classical, Hellenistic, Roman and Byzantine periods. Satisfies the Society and Social Scientific Approaches core requirements. Offered each year.

200 History and Literature of Ancient Israel This course examines the development of Israel first as a people and then as a nation amidst the dynamic setting of the ancient Near East. It focuses on the religious development as depicted in the Hebrew scriptures in light of the social, religious, and political fabric of the various societies with particular attention to the emergence of Israel, its religious distinctiveness, and its formation as a people and a nation. This course seeks to 1) situate the biblical material amidst the powerful sacred stories and rituals in ancient near eastern societies; 2) discern the mix of religion, politics and societal behavior evident in ancient Israel, especially in light of events in Egypt and ancient Mesopotamia, 3) explore the impact that the Hebrew Bible had (and continues to have) in the development of western civilization and modern society (e.g., literature, the arts, politics) and 4) introduce tools used by interpreters of the Bible to understand the texts in their literary, social, and historical contexts. Satisfies the Historical Perspective and Humanistic Approaches core requirements. Offered Fall 2003.

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 Humanistic Approaches core requirement. Offered Fall 2003.

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. Offered Spring 2004.
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 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. Offered Fall 2003.

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 the Humanistic Perspective core requirement.

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 2003-2004.

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 beliefs 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.

Thinking Ethically  This course explores selected ethical theories, ethical methods and ethical problems, which address the central questions of human flourishing—doing the right thing, being a good person, and fashioning a just society. This course studies Western philosophical and Christian social ethics. Students develop case studies on issues such as economic justice, homosexuality, pacifism, and racism in order to test and apply the various approaches. Students also explore how their ethical thinking is shaped by their social location. Satisfies Humanistic Perspectives and Humanistic Approaches core requirements. Offered each year. Students who received credit for REL 103 may not receive credit for REL 265.

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. Not offered 2003-2004.

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 the Humanistic Perspective core requirement. Offered every other year; not offered 2003-2004.

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, 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.

303 Eliot's England: Metaphysics and Modernity This course focuses on the work of the American-born poet and playwright T.S. Eliot as paradigmatic of the traditionalist response to modernity. The course especially explores the idea of modernity from the writings of Eliot and influential traditionalist authors who contend that the great religious and philosophical traditions contain knowledge and vision that illuminates the shortcomings and special difficulties of our modern condition. In addition to extensive readings of Eliot, students are introduced to religious and philosophical texts central to the understanding of his poetry and plays. Crosslisted as ENGL 354. Taught only in Fall 2003 as part of the ILACA London program.

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; not offered 2003-2004.

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 2003-2004.
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 2003-2004.

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. Not offered 2003-2004.

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 2003-2004.

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 2003-2004.

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 REL 334. Offered every other year; offered Spring 2004.

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; not offered 2003-2004.

337 Religious and Philosophical Classics of China and Japan  This course introduces major themes in East Asian culture through a close examination of primary texts in translation. The first half of the course is devoted to a careful reading of the "classical" texts of East Asia's Confucian, Daoist, and Buddhist traditions. These close readings highlight particular strands of thought that have greatly influenced East Asian culture and history. The readings assigned during the second half of the course allow students to observe the ways in which motifs identified in the first half of the course continue to emerge in poetry, drama, fiction, and film. Assigned readings range from classical Confucian and Daoist texts to Mahayana Buddhist sutras, Japanese and Korean film, medieval Chinese fiction, Japanese drama, modern Taiwanese fiction, and Zen poetry.
Religion

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 2003–2004.

361 Heroes of Integrity In this course, selected religious heroes and heroines of the twentieth century are studied, and students identify factors that resulted in their integrity and courage, primarily through a study of religious autobiographies. Figures from a variety of religious traditions and continents have been selected who responded to the key challenges of their time, such as the Great Depression, the Holocaust, the struggle for civil rights, ending apartheid, or national liberation. The course attends to the possibilities of moral agency and the role of religion in character formation. Each year different figures are studied, but in the past have included the Dalai Lama, Desmond Tutu, Dorothy Day, Hannah Senesh, Victor Frankel, Dietrich Bonhoeffer, Malcolm X, and Martin Luther King, Jr. Offered Fall 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 2004.

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.

365 Antisemitism and the Holocaust This course studies the emergence of anti-Jewish oppression in the context of Jews and Christians in the West: Jewish origins, the emergence of prejudices against Jews by Christians, the development of a systematic oppression of Jews and the attempted annihilation of Jews during the Holocaust. Such a history tells us much about the Gentiles as it does about the Jews. What moral choices did both face, which paths did they choose and why? How do religious ideas affect human action and how does religion operate in history both for good and for ill? Satisfies Historical Perspective and Humanistic Approaches core requirements. Students who received credit for REL 205 may not receive credit for REL 365.

368 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. Not offered 2003-2004.

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 students reflect on their own constructions of religious and political power and our attitudes toward them. Satisfies the Comparative Value core requirement. Not offered 2003-2004.

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 2003-2004.

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 illumine 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 2003-2004.

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; not offered 2003-2004.

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; offered Fall 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 2003-2004.

455 Virtue and Vice  This advanced 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 2003-2004.

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; offered Spring 2004.

457 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; not offered 2003-2004.
Science in Context Courses

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 2003-2004.

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 258 of this Bulletin).

SCIENCE IN CONTEXT

Coordinator: James Evans, Physics

Advisory Committee: Alva Butcher, Business and Leadership; Barry Goldstein, Geology; Cathy Hale, Psychology; Peter Wimberger, Biology

Science is not 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 both within and from outside 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 17.

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
Science in Context Courses

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 nervous, 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 Spring 2004.

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-activated dialogue between science and religion. Students explore the intersection 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 some frontier thinking 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 2003-2004.

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 Fall 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. Satisfies the Science in Context core requirement. Prerequisites: completion of Natural World Core requirement; BIOL 101 or 111 recommended. Offered Fall 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 2003.

322 Water Policy This course examines the many ways that fresh water resources are affected by human activities worldwide, and the varying societal costs, benefits, and tensions that arise as a result of these interactions. Particular attention is paid to the history and nature of water policy and water law in the United States. A significant portion of the course will focus on the development of a water management plan for a region chosen by each student. Satisfies the Science in Context core requirement. Counts towards the Environmental Studies Minor (Policy Perspective). Prerequisite: completion of Natural World Core requirement. Not offered 2003-2004.

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 2004)
325C. Natural Science and Economics of Earth Resources (offered Fall 2003 and Spring 2004)

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, early 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.
Science in Context Courses

Prerequisites: completion of Natural World core requirement. BIOL 101, 102, or 111 strongly recommended. Not offered 2003-2004.

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 logical and empirical character of evolutionary theory. Satisfies the Science in Context core requirement. Prerequisites: completion of Natural World core requirement, to include a course in Biology or a course in Geology. Offered Fall 2003.

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 2003.

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, geology, paleontology, entomology, complexity theory, and chaos theory. Satisfies the Science in Context core requirement. Prerequisite: completion of the Natural World core requirement. Not offered 2003-2004.

341 Modeling the Earth’s Climate One of the most interesting, difficult, and important problems in science is the prediction of the weather. Our ability to predict the weather depends on our understanding of the elements that produce it: global atmospheric circulation, sunshine, wind, cloud cover, sea ice, precipitation, and many other variables. Taken together, these make up the earth’s climate. For more than a hundred years scientists have worked to build models — systems of equations, lines of computer code — that express the relationship of these variables, as a basis for weather forecasting. This course studies the physical basis of climate, the history of attempts to understand it, climate models and how they work, the potential of such models to help us make policy decisions, and the limits, as we now see them, on our ability to predict the future. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World core requirement. Offered Fall 2003.

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 2003 and Spring 2004.
Science in Context Courses

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. Prerequisites: completion of the Natural World core requirement and the Mathematical Reasoning core requirement. Not offered 2003-2004.

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. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World core requirement. Offered Fall 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 the extra-solar planets, and also seeks to understand the politics and funding of such high-profile research, incorporating all the above disciplines and Astronomy. Previous work in Biology and Chemistry (at high school or college level) is recommended. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World core requirement.

360A Astrobiology (offered Spring 2004)

360B Origins of Life on Earth (not offered 2003-2004)

361 Mars Exploration A survey of the history, science, and technology of Mars exploration. Topics include the discovery of Mars by ancient civilizations, the first telescopic observations of Mars, the economics and politics of the U.S. and Russian Mars exploration programs, spacecraft design and the technologies needed for planetary exploration, and the future of Mars exploration including a possible manned mission to Mars. The scientific component of this course focuses on the planetary evolution of Mars and the question of whether life might have arisen on Mars. The class also takes a brief look at Mars in popular culture including literature, radio, and film. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World core requirement. Offered Fall 2003.
Program in Science, Technology, and Society

PROGRAM IN SCIENCE, TECHNOLOGY, AND SOCIETY

Co-Directors: James Evans and Mott Greene

Advisory Committee: Douglas Cannon, Philosophy (on leave Spring 2004); DeWavne Derryberry, Mathematics and Computer Science; Heather Douglas, Philosophy; James Evans, Physics; Barry Goldstein, Geology; Mott Greene, Honors and History; Wade Hands, Economics; Suzanne Holland, Religion; Mark Largent, History

About the Program

Science and technology are not isolated activities: they are inextricably linked to every other aspect of human experience. Science and technology have important connections to literature, philosophy, religion, art, economics, and to social and political history. Scientific evidence and argument are part of continuing lively debates on issues at every level of generality: social policy, the utilization of natural resources, allocation of health care, the origin and evolution of life, the place of humankind in the natural order, and the nature of the universe.

Science, Technology, and Society courses explore the connections between the sciences and other parts of the human endeavor. Some courses examine the influence of the broader culture on the development of science as well as the influence of science on different societies and cultures. Other courses illustrate the interplay between science and economics, politics, religion and values in contemporary decision making. Many Science, Technology, and Society courses are cross-disciplinary in nature, and many are team-taught. Faculty from more than a dozen different disciplines within and without the sciences participate in Science, Technology and Society.

Majors in the Program in Science, Technology, and Society develop a strong understanding of the practice of science and technology, which provides excellent preparation for careers in medicine, law, public policy, and university research and teaching. Minors, especially those majoring in a science, and students taking individual courses will broaden their understanding of this important area of human endeavor.

Requirements for the Major

The Bachelor of Arts degree in Science, Technology, and Society 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 Science, Technology, and Society should meet with one of the directors of the Program in Science, Technology, and Society to select a faculty member as an advisor. The student and advisor form a committee of three that includes the advisor and at least two members from the Advisory Committee for the Program in Science, Technology, and Society. The committee may include faculty outside the Program if the students' interests overlap with that faculty member's discipline. The student works with the committee to select a coherent set of courses that advance the student's educational goals. The contract goes into effect after it is signed by the student, the committee members, and one of the directors of the Program and is filed in the Office of the Registrar. The contract is reviewed periodically and justified modifications are permitted.
Program in Science, Technology, and Society

Requirements for the Contract in Science, Technology, and Society

Every contract should consist of a minimum of 13 units distributed as follows:

**Introductory Survey:** 2 units.

- STS 201, Introduction to Science, Technology, and Society I: Antiquity to 1800
- STS 202, Introduction to Science, Technology, and Society II: Since 1800

**Ancillary Courses:** 4 units.

Two courses in the natural sciences. The remaining two courses are decided in concert with the student's STS advising committee. Depending upon the student's background and research interests, two courses will commonly include additional training in the sciences, but may also include study in history, philosophy, or some other fields necessary for the student's research project.

**Electives:** 5 units.

See the list of electives below. Students must take at least one class each from categories one, two, and three. The remaining two courses can be taken from any of the four categories.

**Capstone course:** 1 unit

Taken in Fall semester of the senior year. STS 490, Seminar in Science, Technology, and Society

**Thesis:** 1 unit

Taken in Fall or Spring semester of the senior year. STS 491, Senior Thesis

**Notes**

1) Students must maintain a grade point average of at least 2.00 in all contract courses, and a grade point average of at least 2.00 in the upper-division (300-400 level) courses in the contract.

2) Students must 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) Students must gain approval for the contract before completing upper-division coursework. Courses completed before the contract is approved are subject to review by the committee prior to inclusion in the contract.

Requirements for the Minor

A Minor consists of 6 units distributed as follows.

**Introductory Survey:** 2 units.

- STS 201, Introduction to Science, Technology, and Society I: Antiquity to 1800
- STS 202, Introduction to Science, Technology, and Society II: Since 1800

**Electives:** 3 units.

See the list of electives below. Students must take at least one class each from any three of the four categories.
Program in Science, Technology, and Society

Capstone course: 1 unit
Taken in fall semester of the senior year. STS 490, Seminar in Science, Technology, and Society

Electives

1. Intellectual Traditions in the Sciences
   PHIL 219, Seventeenth and Eighteenth Century Philosophy
   PHIL 332, Philosophy of Science
   SCXT 312, Issues in Science and Religion: Biological Freedom and Responsibility
   SCXT 314, Cosmological Thought
   SCXT 340, Finding Order in Nature

2. Policy and Values in Science and Technology
   CSOC 352, Work, Culture, and Globalization
   CSOC 470, Technology and Cultural Values
   HIST 357, From Millwrights to Microchips: Business and Technology in American History
   HIST 364, American Environmental History
   PHIL 385, Morality and the Environment
   PHIL 435, Rationality, Risk, and Values
   REL 364, Issues in Bioethics
   SCXT 322, Water Policy
   SCXT 325a, Science & Policy: Geological and Environmental Catastrophes
   SCXT 325b, Science & Policy: The Environment and Public Policy
   SCXT 325c, Science & Policy: Natural Science & Economics of Earth Resources
   SCXT 325d, Science & Policy: Salmon Recovery in the Pacific Northwest
   SCXT 325e, Science & Policy: Hormonal Mimics in the Environment

3. Studies of Particular Scientific Disciplines
   ECON 221, History of Economic Thought
   PHYS 299, History and Practice of Ancient Astronomy
   SCXT 305, The Idea of Archaeology
   SCXT 330, The Idea of Evolution
   SCXT 345, Physics in the Modern Word: Copenhagen to Manhattan
   SCXT 360a, The Origins of Life

4. Special Topics in Science, Technology and Society
   ECON 322, Economics and Philosophy
   HIST 376, Medicine, Health, and Disease in the United States in the Twentieth Century
   PHIL 338, Space and Time
   SCXT 310, Health and Medicine
   SCXT 318, The Science of Gender
   SCXT 320, Science and Racial Prejudice
   SCXT 328, Biology at the Bar: Science in Legal Contexts
   SCXT 335, Thinking about Biodiversity
   SCXT 350, Cognitive Science: An Interdisciplinary Approach
   SCXT 352, Memory in a Social Context
   SCXT 360b, The Origins of Life: Astrobiology
Program in Science, Technology, and Society

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 17.

First Year Seminars

See First Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry

121 Evolution and Creationism in the U.S.

201 Science, Technology and Society I: Antiquity to 1800  This is a history of science, technology, and society in the period extending from the Paleolithic Era to the year 1800 C.E. It emphasizes both the theoretical understanding of nature and the practical mastery of the technologies of settled existence. It is the first part of a two-semester survey required of majors and minors in Science, Technology, and Society, though it is open to all students. There are no prerequisites, but the course assumes a working knowledge of biology, chemistry, intermediate algebra, and geometry at the high school level. Satisfies the Historical Perspective and Humanistic Approaches core requirements. Offered each Fall.

202 Science, Technology, and Society II: Since 1800  Students in this course analyze the development of the physical and biological sciences throughout the nineteenth and twentieth centuries, paying special attention to the reciprocal relationship between scientific developments and their social influences. Beginning with the social and intellectual upheaval of the French Revolution and working through the first half of the twentieth century, this course surveys natural scientists' landmark discoveries and interpretations and examines the intellectual, social, natural, and personal influences that helped shape their work. Subjects of the course include Newtonianism, creationism, natural theology, evolution, the origin and demise of electromagnetic worldview, Einstein and the development of the theories of relativity, scientific institutions and methodologies, quantum mechanics, the atomic theory, molecular biology, big science, and modern genetics. STS 202 is meant as a complement to STS 201: Introduction to Science, Technology, and Society I: Antiquity to 1800, but the prior course, while recommended, is not a prerequisite. Satisfies the Historical Perspective and Humanistic Approaches core requirements. Offered each year.

490 Seminar in Science, Technology, and Society  This seminar is required of all majors and minors in STS, and is offered in the Fall of each year. It is a practicum in the research methods of Science, Technology, and Society in which students work closely with the instructor to develop a familiarity with research sources and strategies in close association with the staff of Collins Library. The course also provides an introduction to the historiography of Science, Technology, and Society. Students formulate major research proposals, which the majors carry forward as theses which are presented in the Spring of their Senior year.

491 Senior Thesis
Special Interdisciplinary Major

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.

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.
Special Interdisciplinary Major

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.
The Study of Abroad

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 Tootheat 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 five 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.
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. The Universidad Catolica de Valparaiso hosts the program in Valparaiso. 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, Valparaiso 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
Study Abroad

Lutheran University, University of Portland, and Willamette University. Classes are held in the 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, 325, 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 fall or 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. For the spring program, 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.
Study Abroad

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 Buenos Aires, 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: REJ. 352, Archaeology Abroad: Field
Theatre Arts

Methods and Approaches, and SCXT 305, The Idea of Archaeology. See the Religion section and 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.

THEATRE ARTS

Associate Professor: Geoffrey Proehl; John Rindo (on leave 2003-2004)
Assistant Professor: Jacalyn Ruyce; Kurt Walls
Visiting Assistant Professor: Robert Everding

About the Department
Theatre Arts offers a range of courses and activities that engage students in making, understanding, and evaluating a theatrical event. Majors, minors, and non-majors learn how to apply a wide range of skills and insights — grounded in the liberal arts — to acting, directing, producing, scenography, playwriting, dramaturgy, and the study of theatre history. Through a season of faculty and student directed plays, including the spring Senior Theatre Festival, students learn about theatre through participation in rehearsal, production, and performance. Departmental productions also provide the university and local community with the opportunity to experience high quality theatre of diverse style, content, and form from a variety of historical periods. Finally, Theatre Arts endeavors to enable students who so desire to pursue further study in graduate programs and professional internships.

The department annually offers scholarships for incoming and ongoing students: deadline, Feb. 15. For information, contact the department secretary at (253) 879-3330.

The Norton Clapp Theatre
This intimate theatre, located in Jones Hall, serves as the performance center for the department. All students are welcome to audition for Theatre Arts productions and participate in their technical aspects.
Theatre Arts

General Requirements for the Major or Minor

Students majoring or minoring in 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

Completion of the following 10 units: THTR 110; 210 or 310; 217; 313; 317; 371; 373; 475; 463; and one unit to be chosen from the following offerings: a second advanced acting class (210 or 310), 270, 306, 319, 353, 471, 476, 485, 497/498.

Requirements for the Minor

Completion of the following 6 units: THTR 110; 217; two of the following: 275, 371, 373, 475; two additional theater electives of the student's choice.

Note

The 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

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 17.

First-year Seminars

See First-year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 17 and 25).

Scholarly and Creative Inquiry

110 Making Musical Theatre

111 Making Musical Theatre

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: permission of instructor.

217 Technical Theatre This course introduces 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, theatrical drafting, 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. Prerequisite: permission of instructor.
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 ILAC London program. Credit for THTR 270 will not be granted to students who have completed THTR 271 or 275.

275 The Theatrical Experience  In this course students explore the theatrical art form through studies in acting, directing, design, playwriting, dramaturgy, spectatorship, and theatre history. Students encounter the diversity and complexity of the theater making process by way of readings, lectures, discussions, playgoing, and workshop performances of scenes. Using critical and analytical tools studied over the course of the semester, students learn ways of exploring the theatrical experience both orally and in writing. Credit for THTR 275 will not be granted to students who have completed THTR 270 or 271. Satisfies the Fine Arts and the Fine Arts Approaches core requirements.

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, strategies, plotting, characterization, and style. At the end of semester, students present workshop performances of short plays. Crosslisted as ENGL 306. Prerequisite: One of the following: THTR 275, 371, 373, 475; 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 Modern Dramatists. Students study integration of language and the body, voice exercises, actor-oriented 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  An introduction to the process of theatrical direction through an intensive look at the four major "roles" of the director—the artist, teacher, administrator, 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 costume construction are examined. Offered occasionally.
Theatre Arts

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 its 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  Incorporating 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 intersection of cultural history and theatrical practice by focusing on cultural context, theatrical space, 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  Through studies in the dramaturgy of world theatre students explore how, why, when and where people have made theater from the mid-seventeenth century to the 1950s with a particular emphasis on modernist theater of the late nineteenth and early twentieth century. By the end of the semester, students will also have learned how to begin to create a detailed dramaturgical files exploring the potential performance of a particular play in a specific community.

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 the 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 theatre. This course explores the performance and discussion of gender ideology in three dominant periods of Western theatre: classical Athens, early modern England, and contemporary theatre 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 occasionally.

475 Contemporary Theatre, Theory, and Performance  Through studies in the dramaturgy of contemporary theater, students explore how, why, when and where theatre has been made from the 1960s to the present. In addition to the emphasis on dramaturgy, literature, and history central to THTR 371 and 373, students explore in this class the relevance of contemporary critical theory to the theatre maker. This course asks students as writers, thinkers, and theater makers to bring what they have learned in prior course work to a next level of seriousness and sophistication. Prerequisites: THTR 371 and 373 or permission of instructor.

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
Women Studies Program

English theater. Readings range from Luther, Galileo, and Montaigne to Shakespeare, Jonson, and Marlowe. Crosslisted as ENGL 476. Offered occasionally.

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 occasionally.

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 Career and Employment Services. 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, 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 258 of this Bulletin).

WOMEN STUDIES PROGRAM

Coordinator: Christine Kline, Education

Advisory Committee: Michele Birnbaum, English (on leave 2003-2004); Nancy Bristow, History (on leave 2003-2004); Mirelle Cohen, Comparative Sociology; Alyce DeMarais, Biology; Kristi Hendrickson, Physics; Suzanne Holland, Religion; Robin Foster, Psychology; David Macey, English; Ili Nagy, Art; Karen Porter, Comparative Sociology, Ann Putnam, English; Jacalyn Royce, 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 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 2003-2004)
COMM 340, Gender and Communication (Offered Spring 2004)
CSOC 212, Gender in America (Offered Fall 2003)
CSOC 318, Women and Global Inequality (Offered Spring 2004)
CSOC 481, Special Topics: Women in Africa (Not offered 2003-2004)
ECON 252, Gender and The Economy (Not offered 2003-2004)
ENGL 226, Survey of Literature by Women (Offered Fall 2003, Spring 2004)
ENGL 350, Major Authors (Offered Spring 2004)
ENGL 405, Writing and Gender (Offered Spring 2004)
ENGL 478, Jane Eyre and Revision (Not offered 2003-2004)
ENGL 485, Literature and Gender (Not offered 2003-2004)
FL 381, Women and Revolution in Latin American Literature (Not offered 2003-2004)
HIST 375, Women and Social Change in the U.S. Since 1880 (Not offered 2003-2004)
PHIL 390, Feminism and Philosophy (Offered Spring 2004)
PG 319, Women in American Politics (Offered Fall 2003)
REL 207, A Passion for Justice: Contemporary Liberation Theologies and Ethics (Offered Spring 2004)
REL 333, Asian Women and Religion (Not offered 2003-2004)
REL 368, Religion, Feminism, and Ethics (Not offered 2003-2004)
REL 457, Women and Christianity (Not offered 2003-2004)
SCXT 318, Science and Gender (Offered Spring 2004)
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 2004.

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 Advising

Director: Jack Roundy

Program Mission
The Offices of the Academic Advising and the Registrar work together to provide a full range of integrated academic student services. For its part, the primary mission of the Office of Academic Advising is to provide support faculty advisors in providing effective guidance and a rich body of resources for students and recent alumni as they make their academic plans. The Office also offers direct support to students at each stage of the academic decision-making process, from the time they arrive through graduation and beyond, and draws on their gifts for critical analysis, sound judgment, and apt expression in assisting them to pursue creative and useful lives.

First-year Advising Program
The First-Year Advising Program provides guidance from the moment a student enters the University. Specially assigned faculty advisors offer first-year students 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 first-year student participates in the selection of his or her advisor. Beginning in April, prospective students indicate their preferences to the advising director, who then assigns them to advisors. In most cases, a first-year student'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, first-year students will choose a faculty mentor as their advisor; mentors are assigned on the basis of academic specialty rather than classroom instruction. All first-year students are assigned peer advisors, upper-division students who can help them get to know and thrive in Puget Sound's academic programs.

First-year students meet with their advisors during fall orientation to plan their fall schedules. First-year students may work with their 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 first-year 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.
Academic Support Programs

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 first-year 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.

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 Advising offer support and counsel for students planning further education. Academic Advising maintains an excellent resource library on post-baccalaureate study. The Office also serves as the primary source of counsel for students seeking admission to law school.

Health Professions Advising

Coordinator: Linda Critchlow
Faculty Advisor: 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 Therapy 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.

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 ISAC and ABA recommend a curriculum that reaches "ana-
Academic Support Programs

lytical and problem-solving skills, critical reading abilities, writing skills, oral communication and
listening abilities, [and] general research skills." Accordingly, Puget Sound offers no undergradu-
are pre-law major, encouraging students interested in the law to follow the academic program that
most interests them and to seize every 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 to research and prepare applications to law school, as well as to take the
Law School Admission Test. Pre-law advisors among the faculty and in the Office of Academic
Advising are available to help them with these tasks.

Resource materials for pre-law students are available in the Office of Academic 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.

Career and Employment Services

Director: Kim McDowell

The Office of Career and Employment Services (CES) assists students to clarify their values, iden-
tify their skills, assess their interests, and find and secure appropriate positions in the employment
community.

Staff members in CES manage part-time, temporary, and summer employment programs both
on campus and off campus for current students, and they are available to consult with students
about any job-related concerns. CES also coordinates placement for all work-study opportunities.
Work-study is one of several state and federally funded financial aid programs administered by the
university.

Students may make use of career planning resources such as 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 re-
source library; on-campus interviews: Alumni Sharing Knowledge Network (consulting and
referral service); listings of available part-time, summer and full-time employment opportunities,
special career-related programming events, and a wide and sophisticated range of online tools.
Students and prospective students are encouraged to check out the full range of services by visiting
the CES website: http://www.ups.edu/ces/. Services are available throughout students' university
life, as well as after they have graduated.

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 Career and Employment Services, 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 re-
sources 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 intern-
ship or cooperative education programs, provided those arrangements are made prior to enroll-
Academic Support Programs

ment. 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 such credit 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.

External Fellowships and Scholarships

Coordinator: Sharon Chambers-Gordon
Faculty 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. The Fellowships Coordinator works in collaboration with a Fellowships Adviser as well as faculty designates to assist students in applying for external fellowships and scholarships awards, including the Rhodes, Marshall, Gates Cambridge, Mitchell, Mellon, Fulbright, Truman, Howard Hughes, Goldwater, Rotary and other awards such as the Jack Kent Cooke undergraduate scholarship. Success in achieving external scholarships and fellowships demands early and strategic planning. Students are encouraged to begin the exploratory process during spring semester of their first year, and during their second year begin working with the Fellowships Office and faculty designates to initiate the application process. For appointments students may come to Howarth 215 or call 879-3329. Students can also access information at www.ups.edu/community/fellowships.

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 full academic potential.

A wide range of services and programs are designed to promote effective and independent learning. Students may take classes to improve their vocabulary or their reading speed and comprehension. They may meet with a professional staff member for assistance with developing strategic learning competencies or with a peer for tutoring 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 writing as a tool for thinking and learning. With the assistance of faculty or specially trained peer
Academic Support Programs

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 correct, clear, direct, and persuasive.

Prospective graduate students use the Center's resources to prepare for entrance exams or to receive thoughtful advice on scholarship and graduate and professional school applications.

In addition, the Center administers placement testing and foreign language proficiency assessments for first-year students 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 provides thoughtful responses to students who are writing 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 and possible accommodations, refer to the Disabilities Office website at www.ups.edu/CWL/disabilities_home.htm or contact the Coordinator of Disabilities Services in the Center for Writing and Learning at (253) 879-3395 or IDD (253) 879-3399. The complete disability policy is published in the Logger and on the University's website.

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, and Unix network servers; over 400 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. 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 Student Center, Wyatt Hall, and the Field House. 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, Thompson, and McMyre 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, Mathematics and Computer Science, Exercise Science, Occupational and Physical Therapy, and Foreign Languages.
Academic Support Programs

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 Linux and Windows 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: Karen Fischer

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 35 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 35 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.
Academic Policies

ACADEMIC POLICIES

The University reserves the right to change the fees, rules, and calendar regulating admission and registration; to change regulations concerning instruction 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.)
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 course load 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.
Academic Policies

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

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Grade Points Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>.67</td>
</tr>
<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>
<td>0 (not computed in GPA)</td>
</tr>
<tr>
<td>WF (Withdrawal Failing)</td>
<td>0 (computed in GPA)</td>
</tr>
<tr>
<td>AU (Audit)</td>
<td>0 (not computed in GPA)</td>
</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.
Academic Policies

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 Date and place of birth, 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.
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 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.
Admission

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 questions. 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 full 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 #4067). 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 Student Financial Services 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. Students must pay a "per-unit" rate for courses taken at Puget Sound.

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 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 exemptions 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 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 prior college work 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 College or University
   - 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.

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.
A personal essay or a copy of a graded college paper.

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.
Admission

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.

DIVISION OF STUDENT AFFAIRS

Vice President/Dean of Students: Kristine Bartanen
Associate Dean for Student Development: James C. Hoppe
Associate Dean for Student Services: W. Houston Dougherty
University Chaplain: K. James Davis
Director of Counseling, Health & Wellness Services: Donn Marshall
Associate Director for Residence Life: Shane Daehwiler
Associate Director for Student Activities: Marta Palmquist-Cady

The Dean of Students/Vice President for Student Affairs works on behalf of all students through collaboration with faculty, staff, and student leaders. She joins other university officers in long-range planning and advises the President and Board of Trustees on student issues and concerns. Students are always welcome in the Dean of Students Office. Assistance is available for a wide variety of issues, including personal or academic problems, family or personal emergencies, or general guidance with issues of life as a student. The Dean of Students Office is in Wheelock Student Center 208, (253) 879-3360, Mail Box 1069.

The Dean also has overall responsibility for the two DSA departments: Student Development and Student Services.

Department of Student Development

(Residence Life, Judicial Affairs, Leadership Development, Orientation, Puget Sound Outdoors, Student Activities, Greek Life – fraternities and sororities)

This department supports and supplements each student's educational experience while at the University of Puget Sound. 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 at 3209 North 15th, (253) 879-3317, Mail Box 1003 and in Wheelock Student Center 209 (253) 879-3322, 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 that are essential to academic achievement, personal growth, and successful group living. Living
spaces on campus include Residence Halls (nine Tudor-Gothic residence halls are arranged in two spacious quadrangles on the north and south ends of campus) and Union Avenue Residences (residences on Union Avenue that house eight of the University’s nine national fraternities and sororities — Bera Theta Pi, Phi Delta Theta, Sigma Chi, and Sigma Nu, Alpha Phi, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma. and Pi Beta Phi; first-year students are not allowed to live in the chapter houses). Students residing in these buildings are required to purchase a board plan. Also included are Residence Houses (these 55 houses vary in size, are reserved for continuing students, and include some theme housing) and students residing here have the option of purchasing a board plan.

The University offers several special residential programs, including Theme Floors and Halls (e.g., healthy lifestyle environment, substance-free community, Humanities program, Social Justice program, outdoor programs/adventure education, and language theme floors). In addition, there are Theme Houses that create strong links between living and learning experiences, involving students who have similar interests and who develop a living environment that is conducive to intellectual inquiry beyond the classroom. A University faculty or staff member who is committed to student growth and development through practical experience advises each house. The special program houses include the Honors/Langlow House for first-year students 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.

First-year students 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.

Each living unit is staffed by undergraduate students, or resident assistants (RAs) who serve 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. Resident Directors (RDs) are full-time University staff who live in apartments in the residence halls. The four RDs coordinate daily life in the residence halls and supervise RAs and programming.

The Student Integrity Code, as well as federal, state, and local laws govern students in all residence units. 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 that engages in community issues and assists in policy decisions.

**Residence Life Application Process**

To be eligible for a room assignment, students must submit the $200 Residential Programs deposit, and complete and sign a Residence Life 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.

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 on-campus houses are charged room costs only and have the option of purchasing a board plan. Room and board rates are subject to change. University housing rates are detailed in the “Student Financial Services” section of this Bulletin.

Housing for Returning Students
In the spring semester of each year, current residents of University owned housing are invited to apply to return for the next year. Each year Sophomore, Junior, and Senior level students are invited to participate in the Homesteading and Lottery processes. 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.

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 Passages and Perspectives portions of the University’s nationally recognized orientation program. 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.

Department of Student Services
(Community Involvement and Action Center, Counseling, Health and Wellness Services, Multicultural Student Services, Student Diversity Center, Off-Campus Student Services, Center for Spirituality and Justice, Wheelock Student Center)

This department is comprised of departments and programs that provide a variety of important services to students and to the rest of the university community. Student Services staff are located on the second floor of the Wheelock Student Center (203, 208, 216, 221), Mailbox 1069, at CIAC 3215 N. 15th (253) 879-3767, Mailbox 1060, and at the Student Diversity Center 3211 N. 15th (253-879-4589), Mailbox 1082.

Counseling, Health and Wellness Services (CHWS)
CHWS provides an integrated approach to helping students remain healthy and maintain emotional and physical well-being. Students are invited to seek counseling for issues such as stress and anxiety, depression, study problems, loneliness, substance abuse, eating disorders, relationships.
adjustment to college, and other concerns. Students may seek medical evaluation and treatment for a variety of acute and some chronic problems. With each visit, we emphasize and educate students about self-care and the appropriate use of health services. Most medical services are provided without charge; however, medicines, medical supplies, in-clinic and outside laboratory tests, and X-rays are charged to the patient. It is strongly recommended that students be covered by medical insurance in the event that clinic appointments are temporarily full or if outside hospitalization or specialty care is needed.

Multicultural Student Services
Multicultural Student Services focuses on providing resources and support for students of color; lesbian, gay, bisexual, and transgender students; women; students of different faiths; and all students interested in multicultural issues. Staff members coordinate the advising for ten student groups, including the Black Student Union, Understanding Sexuality, Hui-O-Hawaii, Asian Pacific American Student Union, Mixed Race Generation, Jewish Students Organization, and the Community for Hispanic Awareness, as well as a variety of educational and social activities to promote cross-cultural awareness. The Student Diversity Center is also a gathering place for many of these groups and activities.

Off-Campus Student Services
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.
Student Financial Services

STUDENT FINANCIAL SERVICES

Director of Student Financial Services: Maggie Mittuch
Associate Director of Student Financial Services, Student Accounts: Ava Brock
Associate Director of Student Financial Services, Financial Aid and Scholarships: Shirley Johnson

Together, staff in Student Accounts and Financial Aid and Scholarships work with students and families to make a Puget Sound education a financial reality. Staff members actively join in partnership with students and families to develop financial solutions. At Puget Sound, we feel that the development of a strong sense of financial responsibility is considered an integral part of a student's education. The combined staffs in Student Financial Services 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. 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.

Direct Costs Billed by the University for Full-time Undergraduate and Second Baccalaureate Students for 2003-2004

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Tuition (3 to 4.25 units each semester)</td>
<td>$25,190</td>
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<tr>
<td>Room and Board</td>
<td>$6,400</td>
</tr>
<tr>
<td>Student Government Fee</td>
<td>$170</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$31,760</strong></td>
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Estimated direct costs are $31,760 for an academic year of nine months. This does not include other expenses such as books and supplies, personal expenses, and transportation. Fees may be higher if a student elects courses for which special instruction or services are necessary.

Tuition

Tuition will be charged each semester (fall and spring) in accordance with the following schedule:

- Full-time undergraduate student (3 to 4.25 units) .................................................. $12,595
- Overload, per unit ........................................................................................................... $3,180
- Part-time undergraduate students (less than 3 units), per unit .................................. $3,180
- Tuition charges for fractional unit courses will be computed at the per unit rate of .................................................. $3,180

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 and the Occupational Therapy 3-2 Program will be charged tuition at the undergraduate rate plus the student government fee until such time a bachelor's degree is earned or the student is considered in graduate status for financial aid purposes. Once this occurs, the student will be charged on a per unit basis.
Student Financial Services

All students enrolled in a Second Baccalaureate program will be charged according to undergraduate rates less the student government fee.

Full-time students, alumni, and members of the University of Puget Sound Women’s League may audit, without charge, one class per term, with a maximum of two classes per academic year. Other students will be charged one-half the per unit rate. All auditors will be charged any applicable class instruction fees. Reduced tuition rates are not available to students who change a graded class to an audit class. For a list of non-auditable courses, see the Logger.

Rates for University-owned Residences
Room and Board ........................................................................................................ $6,400

This figure includes a medium meal plan along with on-campus housing for the fall and spring semesters. Vacation periods are excluded.

A Residential Programs Deposit of $200 is required upon application for University housing. The deposit serves as a room reservation fee, key deposit, and damage deposit. The deposit is refundable in full only if the application/contact is canceled in writing prior to May 1. After that date, the entire deposit is forfeited. For spring semester application, the application/contact must be canceled prior to December 15 to receive a refund.

Contracts are for a full academic year, unless otherwise specified. Release from the housing contract requires the approval of a formal appeal with Residential Programs. Unless released from their housing contract by Residential Programs, a student will remain responsible for room charges for the year regardless of where they reside.

Students are expected to keep their Residential Programs Deposit at $200. If damage charges are incurred, the amount due for repair costs will be reflected on the monthly statement of accounts provided by the Student Accounts Office.

Applied Music Fees
The Applied Music fee is $90 per quarter-unit and is not refundable after the beginning of the term. These classes are considered academic, not activity, units toward graduation requirements. For a complete listing of private and class applied music courses, see the School of Music section of this Bulletin.

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
Beginning Riding .................................................................................. $375
Rock Climbing ...................................................................................... $45
Sailing .................................................................................................... $175
Scuba Diving................................................................. $75
Senior Research (Exercise Science).............................. $30
Kinesiology/ Biomechanics ........................................... $10

Other Fees
Application for admission ......................................... $40
Late validation fine (for payment and/or signed invoice received after the validation deadline) ......................... $100
Payment plan participation fee (per semester of participation) .......................................................... $80
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

Student Invoices and Payment
Validation is the process by which students ensure their registration and finalize payment arrangements by returning a signed Student Invoice and Validation form.

Students are invoiced each semester for tuition, fees, room and board on the Student Invoice and Validation form. The invoice summarizes all charges, less estimated financial aid, and calculates any payment due. The signed invoice must be returned with any required payment on or before the validation deadline each semester. The signed invoice must be returned even if financial aid fully covers the amount due. 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 fees is expected by the validation deadline or at the time of the schedule change.

Financial aid credit is not given for private loans, work-study awards, and certain outside scholarships not disbursed directly to the University. When these funds are received, they will be used to make the scheduled payment or pay off the balance.

Funds received by the University from loans or scholarships must be applied to the student’s account if there is any unpaid balance at the time of receipt.

Validation Deadlines
The validation deadline for Fall 2003 is August 15, 2003. The validation deadline for Spring 2004 is January 9, 2004. Students must comply with these validation deadlines to avoid penalty fees.

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.

If students anticipate difficulties in meeting the validation deadline, they must contact the Student Accounts Office in advance of the deadline to discuss possible options.

Monthly Payment Plan
The University offers an interest free monthly payment plan to students who prefer to spread their payments throughout the course of the semester. Under this plan, the net amount due for the semester plus an $80 payment plan participation fee is divided into five equal monthly payments. The first payment is due by the validation deadline for each semester. The four remaining pay-
Student Financial Services

Payments are due on or before the 5th day of each month following. An estimated payment plan is calculated on the Student Invoice and Validation form.

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.

Monthly statements of account are provided to the student’s permanent mailing address. This statement will reflect payments, scholarships, and loans applied to the student’s account.

Inquiries concerning payment options should be directed to the Student Accounts Office at (253) 879-3220, (888) 664-4772, or by email at sruacct@ups.edu.

Registration

The registration process is not complete until a signed Student Invoice and Validation form is returned with the required payment or alternative arrangements have been made and approved by the Student Accounts Office. Registrations completed after the validation deadline, but before the close of business on the second day of classes, will be assessed a late validation fee. 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.

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 reserves the right to withhold 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.

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.

Financial Aid. The Financial Aid and Scholarships Office will calculate any necessary refunds and returns of Federal and institutional financial aid based on the date a student drops from full-time to part-time status or completely withdraws. Aid refund calculations for students dropping from full to part-time status are based on overall charges in tuition and fee rates, coupled with any other particular award requirements. Aid refund calculations for completely withdrawing students are pro-rated, calculated on a daily basis up to the 60% completion point of the 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 Financial Aid and Scholarships Office and the Student Accounts Office.
Student Financial Services

FINANCIAL AID AND SCHOLARSHIPS

More than sixty percent of the students enrolled at Puget Sound receive need-based assistance from a variety of financial aid and scholarship programs. 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.

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 Career and Employment Services 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 maintains 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 and 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. Academic Scholarships (Application required) The following scholarships require a special scholarship application. All applications are available to download from the Financial Aid & Scholarships Web site at www.pugetsound.edu/financialaid.

**California Sealbearer’s Scholarships**: $1,000 - $2,000 per year. Awarded to incoming freshmen from California 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 include art, English, foreign language, history, music, philosophy, theatre arts, and religion.
Student Financial Services

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 include 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.

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 Leadership Awards - $2,000 - $4,000. Awarded to incoming freshmen and transfer students planning ordained and lay ministerial, professional church music, and missionary careers.

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 - $2,500 per year. Awarded to students who plan to major in art.

Forensics Scholarships - $1,000 - $3,000 per year. Recipients will compete in intercollegiate speech and debate events.

Music Scholarships - $2,000 - $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.
Financial Aid and Scholarships

Additional Sources of Assistance

Veterans Aid
Programs offered by the University of Puget Sound have been approved by the Washington State Approving Agency. For additional information, contact the Veterans Affairs Coordinator at (253) 879-3160.

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 PLU Army ROTC at (253) 535-8740 or visit their Web site at www.plu.edu/~rotc/index.html.

All financial aid information, including program eligibility, award amounts, and loan interest rates, is subject to change.
## Board of Trustees

### Officers

Deanna W. Oppenheimer, Chair. Chair of the Executive Committee
Ronald R. Thomas, President
Peter K. Wallrich, Treasurer

### Trustees

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<tr>
<th>Name</th>
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<td>John W. Creighton Jr.</td>
<td>Seattle, Washington</td>
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<tr>
<td>Lowell Daun '68</td>
<td>Rancho Cordova, California</td>
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<tr>
<td>Hollis S. Dillon '84 J.D. '88</td>
<td>Mercer Island, Washington</td>
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<tr>
<td>Elias G. Galvan</td>
<td>Seattle, Washington</td>
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<tr>
<td>Nancy R. Hoff '51</td>
<td>Tacoma, Washington</td>
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<tr>
<td>Mack L. Hogans</td>
<td>Tacoma, Washington</td>
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<tr>
<td>Justin L. Jaschke '80</td>
<td>Englewood, Colorado</td>
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<tr>
<td>Haruo Kazama '66</td>
<td>Kagawa, Japan</td>
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<tr>
<td>Thomas E. Leavitt '71 J.D. '75</td>
<td>Portland, Oregon</td>
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<tr>
<td>Janeen Solie McAninch '77</td>
<td>Austin, Texas</td>
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<tr>
<td>William D. McCormick</td>
<td>Seattle, Washington</td>
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<tr>
<td>William H. Neukom</td>
<td>Redmond, Washington</td>
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<tr>
<td>Marc A. Olson '87</td>
<td>Seattle, Washington</td>
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<tr>
<td>Deanna W. Oppenheimer '80</td>
<td>Nashville, Tennessee</td>
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<tr>
<td>Carolyn Reid Wallace</td>
<td>Gardnerville, Nevada</td>
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<tr>
<td>Allan D. Sapp '78</td>
<td>Bainbridge Island, Washington</td>
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<tr>
<td>Nathalie B. Simsak</td>
<td>Seattle, Washington</td>
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<tr>
<td>Elaine J. W. Stanovsky '76</td>
<td>Tokyo, Japan</td>
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<tr>
<td>Kisco Miki Takahashi</td>
<td>Tacoma, Washington</td>
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<tr>
<td>Ronald R. Thomas</td>
<td>Tacoma, Washington</td>
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<td>Peter K. Wallrich</td>
<td>Tacoma, Washington</td>
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<tr>
<td>William T. Weverhaeuser</td>
<td>Tacoma, Washington</td>
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<tr>
<td>John A. Whalley '64</td>
<td>Auburn, Washington</td>
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<tr>
<td>J. Peter Whitcomb '60</td>
<td>London, England</td>
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<tr>
<td>Kenneth W. Willman '82</td>
<td>Seattle, Washington</td>
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<tr>
<td>Ronald B. Wondard '66</td>
<td>Seattle, Washington</td>
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### Trustees Emeriti

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<tr>
<th>Name</th>
<th>City</th>
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<tbody>
<tr>
<td>Richard C. Brown</td>
<td>Seattle, Washington</td>
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<tr>
<td>James M. Dolliver</td>
<td>Portland, Oregon</td>
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<tr>
<td>Merion Elliott</td>
<td>Seattle, Washington</td>
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<tr>
<td>John M. Fluke Jr.</td>
<td>Seattle, Washington</td>
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<tr>
<td>Booth Gardner</td>
<td>Seattle, Washington</td>
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<td>Joshua Green III</td>
<td>Seattle, Washington</td>
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<tr>
<td>Roy A. Henderson</td>
<td>Seattle, Washington</td>
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<tr>
<td>Lucy P. Isaki J.D. '77</td>
<td>Seattle, Washington</td>
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<tr>
<td>Lucille McIntyre Jewett</td>
<td>Seattle, Washington</td>
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<tr>
<td>Terry L. Lengfelder</td>
<td>Seattle, Washington</td>
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<tr>
<td>George E. Matelich '78</td>
<td>Seattle, Washington</td>
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<tr>
<td>W. Howarth Meadowcroft '51</td>
<td>Seattle, Washington</td>
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<tr>
<td>James R. Paulson '42</td>
<td>Seattle, Washington</td>
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<tr>
<td>Nathaniel S. Penrose Jr.</td>
<td>Seattle, Washington</td>
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<tr>
<td>Phillip M. Phibbs</td>
<td>Seattle, Washington</td>
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<tr>
<td>William W. Philip</td>
<td>Seattle, Washington</td>
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<tr>
<td>Susan Resnick Pierce</td>
<td>Seattle, Washington</td>
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<tr>
<td>Llewelyn G. Prichard</td>
<td>Seattle, Washington</td>
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<tr>
<td>Franklin D. Raines</td>
<td>Seattle, Washington</td>
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<tr>
<td>Jill S. Ruckelshaus</td>
<td>Seattle, Washington</td>
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<tr>
<td>Troy M. Strong '48</td>
<td>Seattle, Washington</td>
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<tr>
<td>Julie C. Trench</td>
<td>Seattle, Washington</td>
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<tr>
<td>James H. Wiburg</td>
<td>Seattle, Washington</td>
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</tr>
</tbody>
</table>
Administrative Offices

ADMINISTRATIVE OFFICES

Office of the President
President, Ronald R. Thomas
Assistant to the President, Secretary of the Corporation, Jeffrey S. Johnson

Office of the Academic Vice President
Academic Vice President and Dean of the University, Terry A. Conney
Associate Dean, William D. Barry
Associate Dean and Registrar, John M. Finney
Assistant Dean, Carrie Washburn
Director of Physical Education, Athletics, and Recreation, Amy Hackett
Director of Library, Karen Fischer
Director of Academic Advising, Jack Roundy
Director of Center for Writing and Learning, Julie Neff-Lippman
Director of International Programs, Jannie Meisberger
Associate Registrar, Brad Tomhave

Office of the Vice President for Finance and Administration
Vice President for Finance and Administration, Karen L. Goldstein
Associate Vice President for Finance and Controller, Sherry Mondon
Director of Student Financial Services, Maggie Mittuch
Director of Financial Services: Janet Hallman
Associate Vice President for Information Services: Norman D. Imamshah
Director of Database Services: Jennifer Braucent
Director of Technology and Desktop Support Services: Theresa Duhrat
Director of Networking and Server Systems: Marc C. Young
Director of Operations and Administration: Darrell W. Robertson
Director of Instructional Technology: Michael Nafzio
Director of Human Resources, Rosa Beth Gibson
Director of Career and Employment Services, Kim McDowell
Director of Business Services, John Hickey
Director of Bookstore, Barbara Racine
Director of Dining and Conference Services, Bruce Bechtle
Director of Security, Todd Badham
Director of Facilities Services, Craig Benjamin

Office of Vice President for University Relations
Vice President, Michael Oman
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: vacant
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. Bartman
Associate Dean for Student Services, W. Houston Dougherty
Associate Dean for Student Development, James C. Huppe
University Chaplain, K. James Davis
Director for Counseling, Health and Wellness Services, Donn Marshall
Associate Director for Residential Programs, Shane Dacewiler
Associate Director for Student Activities, Marla Palmquist-Cady
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 Freshman Admission, Melanie Reed
Admission Coordinator, Paula J. McIers
Associate Director of Admission, Todd Orwig, Steve Salfeld
Assistant Director of Admission, Chad Minnick, Hritten Snider, Zach Street
Admission Counselors, Jason Gough, Katie Harris, Matthew Kennedy
Director of Access Programs, Kim Bobby
Faculty

2002-2003 FULL-TIME FACULTY

Allen, Roger: Associate Professor, Physical Therapy
BS, MS/Ed, University of Kansas, 1976, 1977
PhD, University of Maryland, 1979
BSPT, University of Washington, 1996

Anderson-Connelly, Richard: Assistant Professor, Comparative Sociology
BA, University of Puget Sound, 1990
MS, PhD, University of Wisconsin-Madison, 1993, 1997

Anton, Barry: Professor, Psychology
BA, University of Vermont, 1960
BS, PhD, Colorado State University, 1972, 1973

Balaam, David: Professor, Politics and Government / International Political Economy Program Director
BA, California State University-Chico, 1972
MA, PhD, University of California-Santa Barbara, 1974, 1978

Barnett, Suzanne Wilson: Professor, History
BA, Muskingum College, 1961
MA, PhD, Harvard University, 1963, 1973

Bar, Kenneth: Visiting Assistant Professor, Comparative Sociology
AB, University of California Santa Cruz, 1975
MA, PhD, State University of New York, 1978, 2000

Barr, William: Professor, Classics/History / Associate Dean
BA, Whitman College, 1980
MA, PhD, University of Michigan-Ann Arbor, 1984, 1988

Bartanen, Kristine: Professor, Communication Studies / Vice President of Student Affairs and Dean of Students
BA, Pacific University, 1974
MA, PhD, University of Iowa, 1975, 1978

Bass, Shana: Assistant Professor, Politics and Government
BA, University of California—Berkeley, 1993
MA, PhD, University of California—Los Angeles, 1995

Bates, Bernard: Instructor, Physics
BA, Brown University, 1977
MS, PhD, University of Washington, 1981, 1986

Baumka, Barry: Professor, English
BA, Occidental College, 1966
PhD, University of Washington, 1971

Beardsley, William: Associate Professor, Philosophy
BA, The Johns Hopkins University, 1976
MA, PhD, University of Pittsburgh, 1978, 1984

Becker, Terence: Associate Professor, Education
BA, Seattle Pacific University, 1979
MEd, University of Puget Sound, 1990
PhD, University of Washington, 2000

Becker, Robert: Professor, Mathematics and Computer Science
BS, University of Santa Clara, 1978
MS, PhD, University of Illinois-Urbana, 1982, 1984

Benard, Elisabeth: Asian Studies/Pacific Rim Director

Benson, Cindy: Visiting Assistant Clinical Professor, Physical Therapy
BA, University of Washington, 1971
MFT, US Army Baylor, 1976

Benston, Randolph: Assistant Professor, Mathematics and Computer Science
BA, St. Olaf College, 1970
MS, PhD, Colorado State University, 1982, 1994

Bernhard, James: Visiting Assistant Professor, Mathematics and Computer Science
BA, Princeton University, 1993
PhD, Harvard University, 2000

Birnbaum, Michele: Associate Professor, English
BA, California State University - Sacramento, 1980
MA, PhD, University of Washington, 1988, 1992

Block, Geoffrey: Professor, Music
BA, University of California-Los Angeles, 1970
MA, PhD, Harvard University, 1973, 1979

Boone, Sigrid: Assistant Professor, Mathematics and Computer Science
BA, San Diego State University, 1991
Diploma, University of Ulm, 1992
PhD, University of Southern California, 1998

Bonura, Carlo: Luce Assistant Professor of Islamic Societies in Southeast Asia, Politics and Government
BS, Arizona State University, 1993
MA, PhD, University of Washington, 1997, 2003

Brann, Paula: Visiting Assistant Professor, Foreign Languages and Literature
BA, University of California, Santa Barbara, 1992
BA, Indiana University, 1996, 1998
PhD, Indiana University, 2003

Breitenbach, William: Professor, History
BA, Harvard, 1971
M Phil, PhD, Yale. 1975, 1978

Bristow, Nancy: Professor, History
BA, Colorado College, 1980
MA, PhD, University of California-Berkeley, 1983, 1989

Buescher, Derek: Assistant Professor, Communication Studies
BA, Whitman College, 1992
MA, University of California-Davis, 1995
PhD, University of Utah, 2003

Burnaford, Jennifer: Visiting Assistant Professor, Biology
BA, Dartmouth College, 1992
PhD, Oregon State University, 2001

Butcher, Alva: Associate Professor, School of Business and Leadership
BS, Seattle University, 1964
MA, Columbia University, 1966
MBA, PhD, University of Washington, 1983, 1992

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Campbell, Nelly Megnard: Research Professor of Geology
MS, PhD, University of Paul Sabatier, 1971, 1982.

Cannon, Douglas: Associate Professor, Philosophy
BA, Harvard University, 1973
PhD, Massachusetts Institute of Technology, 1982

Casey, Michael: Assistant Professor, Mathematics and Computer Science
BS, U.S. Air Force Academy, 1990
BS, Texas A&M University, 1991
MS, California Polytechnic State University, 1994
PhD, University of California-Davis, 2000

Castillo, Chanda: Visiting Instructor, Foreign Languages and Literature
BA, Seattle University, 1991
MA, University of Washington, 1993

Christoph, Julie: Assistant Professor, English
BA, Carleton College, 1993
MA, PhD, University of Wisconsin Madison, 1996, 2002

Clark, Kenneth: Instructor, Geology
BS, Central Washington University, 1984
MS, Western Washington University, 1988

Cohen, Mirelle: Assistant Professor, Comparative Sociology
BS, University of Surrey 1992
MS, Oxford University, 1993
PhD, University of British Columbia, 2001

Conner, Beverly: Instructor, English
BA, University of Puget Sound, 1978
MA, University of Washington, 1986

Conney, Terry: Professor, History / Academic Vice President and Dean of the University
BA, Harvard College, 1970
MA, PhD, State University of New York-Stony Brook, 1971, 1976

Crane, Johanna: Associate Professor, Chemistry
BS, Muskingum College, 1989
AM, PhD, Washington University, 1991, 1994

Critchlow, Susan: Visiting Assistant Professor, Chemistry
BS, Pacific Lutheran University, 1976
PhD, Iowa State University, 1983

Curley, Michael: Professor, English / Honors Director / University Professor of English Literature
BA, Fairfield University, 1964
MAT, Harvard University 1965
PhD, University of Chicago, 1973

Dasher, William: Professor, Chemistry
BS, Western Washington University, 1974
PhD, University of Washington, 1980

Davis, Matthew: Visiting Assistant Professor, English Department
BA, University of California - Los Angeles, 1993
MA, PhD, University of Washington, 1996, 2000

DeCue, Carl: Associate Professor, Exercise Science
MD, University of Brussels, 1985
MSc, MA, PhD, University of Louvain, 1985, 1986, 1992

Delisanti, Neil: Visiting Assistant Professor, School of Business and Leadership
BS, US Air Force Academy, 1960
MBA, Auburn University, 1971

DeMarais, Alyce: Associate Professor, Biology
BS, University of Washington, 1985
PhD, Arizona State University, 1991

Derryberry, DeWayne: Assistant Professor, Mathematics and Computer Science
BS, MS, Arizona State University, 1988, 1990
PhD, Oregon State University, 1998

Despres, Denise: Professor, English
BA, University of Notre Dame, 1979
MA, Indiana University, 1980
PhD, Indiana University, 1985

Dickson, John: Professor, School of Business and Leadership
BA, Colorado College, 1965
MBA, Indiana University, 1967
PhD, University of Oregon, 1974

Donovan, Jason: Visiting Assistant Professor, Physics
BA, University of California-Santa Cruz, 1998
MA, PhD, University of Washington, 2000, 2003 (expected)

Douglas, Heather: Assistant Professor, Philosophy / Philip M. Phibbs Assistant Professor of Ethics and Science
BA, University of Delaware, 1991
PhD, University of Pittsburgh, 1998

Dove, Wendy: Visiting Instructor, Mathematics & Computer Science
BS, MAT, University of Puget Sound, 1985, 1991

Dzwonko, Andrea: Visiting Assistant Professor, Education
BA, University of Texas, 1985
MA Illinois State University, 1990
PhD, Indiana University, 1999

Droge, David: Associate Professor, Communication Studies
BA, MA, San Francisco State University, 1970, 1972
PhD, Northwestern University, 1983

Edgecumbe, Julian: Assistant Professor, Education
BA, Oxford University, 1990
MA, PhD, Columbia University, 1996, 1999

Edwards, Douglas: Professor, Religion
BS, University of Nebraska, 1972
MDiv, Boston University School of Theology, 1978
PhD, Boston University, 1987

Elliott, Gregory: Professor, Physics
BS, BA, University of California-Santa Barbara, 1980
MS, PhD, University of California-San Diego, 1982, 1988

Elliott, Joel: Associate Professor, Biology
BS, MS, University of Alberta, 1983, 1984
PhD, Florida State University, 1992

Evans, James: Professor, Physics / Science in Context Coordinator / Program in Science, Technology, and Society Co-Director
BS, Purdue, 1970
PhD, University of Washington, 1983
Facult

Froning, George: Assistant Professor; Honors / Humanities
BA, Stanford University, 1977
MBA, University of Oregon, 1980
MA, St. John's College, 1995
MA, PhD. University of Washington, 1996, 2003 (expected)

Everding, Robert: Visiting Assistant Professor, Theatre Arts
BA, University of Missouri, 1967
MA, University of Minnesota, 1969
AM, PhD. Stanford University, 1972, 1976

Fast, Richard: Visiting Instructor, Mathematics and Computer Science
BS, MS, Wichita State University, 1967, 1969

Ferrari, Lisa: Assistant Professor, Politics and Government
BA, Williams College, 1986
MA, Boston University, 1989
PhD, Georgetown University, 1998

Fields, Karl: Professor, Politics and Government
BA, Brigham Young University, 1983
MA, PhD, University of California-Berkeley, 1984, 1990

Finney, John: Associate Professor, Comparative Sociology / Associate Dean / Registrar
BA, University of Puget Sound, 1967
MS, PhD. University of Wisconsin, 1969, 1971

Foster, Rohin: Associate Professor, Psychology
BS, University of Michigan-Ann Arbor, 1981
PhD, University of Washington, 1992

Garratt, Robert: Professor, English / Humanities Director
BA, MA, San Jose State University, 1964, 1969
PhD, University of Oregon, 1972

Gast, Elizabeth: Instructor, Education
BA, University of Oregon, 1974
MEd. University of Puget Sound, 1978

Gertis, Christopher: Visiting Assistant Professor, History
BA, University of California, 1992
MA, PhD. University of Iowa, 1995, 2001

Goldstein, Barry: Professor, German
BA, Queens College-City University of New York, 1975
MS, PhD, University of Minnesota, 1980, 1985

Goodman, Douglas E.: Professor, Economics
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

Gordon, Dexter: Professor, Communication Studies / African American Studies Program, Director
BA, Jamaica Theological Seminary, 1984
MA, Wheaton College, 1991
PhD, Indiana University, 1998

Greene, Mott: Professor, History / John B. Mappee Professor of Science and Values / Program in Science, Technology, and Society Co-Director
BA, Columbia College, 1967
MA, PhD. University of Washington, 1974, 1978

Greenfield, Peter: Professor and Chair, English
BA, PhD, University of Washington, 1972, 1981
MA, Mills College, 1975

Grissom, Maureen: Visiting Assistant Professor; Psychology
BS, Cornell University, 1995
MA. University of Notre Dame, 2000

Grunberg, Leon: Professor, Comparative Sociology
BA, University of Sussex, 1970
Certificate of Education, University of Manchester, 1972
PhD, Michigan State University, 1979

Hale, Catherine: Professor, Psychology
BA, University of Maine-Orono, 1979
MA, PhD, Purdue University, 1982, 1986

Haitom, William: Professor, Politics and Government
BA, MA, PhD, University of Washington, 1974, 1978, 1984

Hamel, Frederick: Assistant Professor, Education
BA, University of Santa Clara, 1985
MA, MA1, University of Chicago, 1986, 1990
PhD, University of Washington, 2000

Hands, Wade: Professor, Economics
BA, University of Houston, 1973
MA, PhD, Indiana University, 1977, 1981

Hannaford, Susannah: Associate Professor, Biology
BS, California Institute of Technology, 1987
PhD, University of Washington, 1993

Hansen, Hendrik: Visiting Assistant Professor, International Political Economy
Maitrise et Sciences Economiques, University Sorbonne, 1988
Diplom, Volkswirtschaft, Technical University Berlin, 1991
PhD, Technical University Bergakademie Freiberg, 1998

Hanson, John: Professor, Chemistry
BA, Whitman College, 1981
PhD, University of California Berkeley, 1988

Harpring, Mark: Assistant Professor, Foreign Languages and Literature
BA, Butler University, 1996
MA, University of Kansas, 1998

Hendrickson, Kristi: Assistant Professor, Physics / Director, Dual-Degree Engineering Program
BA, Lawrence University, 1991
MS, PhD. University of Washington, 1993, 1999

Hollister, Suzanne: Associate Professor and Chair, Religion
BA, Indiana University, Bloomington, 1978
MA, Louisville Presbyterian Seminary, 1991
PhD, Graduate Theological Union, 1997

Holman, Alexander: Visiting Assistant Professor, Classics
BA, University of Cape Town, 1987
MA, University of Colorado, 1990
PhD, Harvard University, 1998

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 LIBR, University of Washington, 1974
Faculty

Hong, Zaxin: Associate Professor, Art
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, 1980, 1986

Houghton, Patricia: Instructor, Education
BA, Michigan State University, 1993
MEd, University of Washington, 1997

Houston, Renee: Assistant Professor, Communication Studies
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

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

Jasinski, James: Associate Professor, Communication Studies
BA, MA, Northern Illinois University, 1978, 1980
PhD, Northwestern University, 1986

Jenkins, Mark: Assistant Professor, Philosophy
B. Phil., Northwestern University, 1993
PhD, University of Chicago, 2001

Johnson, Michael: Assistant Professor, Art
BFA, University of Massachusetts, 1992
MFA, University of Cincinnati, 1995

Johnson, Stephanie: Visiting Assistant Professor, English
BA, Sr. Olaf College, 1989
MA, University of Minnesota, 1991

Jotherger, Edward: Research Professor of Mathematics
BS, New York University, 1970
PhD, University of Washington, 1979

Kadarkey, Arpad: Professor, Politics and Government
BA, University of British Columbia, 1963
MA, University of California-Los Angeles, 1965
PhD, University of California-Santa Barbara, 1970

Kay, Judith: Associate Professor, Religion
BA, Oberlin, 1973
MA, Pacific School of Religion, 1978
PhD, Graduate Theological Union, 1988

Kelley, Diane: Assistant Professor, Foreign Languages and Literature
BA, College of William and Mary, 1990
MA, PhD, University of California - Los Angeles, 1993, 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

Kirkpatrick, Elizabeth: Associate Professor and Chair, Biology
BS, University of Wisconsin-Madison, 1978
MS, University of Kentucky, 1982
PhD, University of Michigan, 1990

Kline, Christine: Professor, Education / Women Studies
Director
BA, Mills College, 1967
MA, University of Pennsylvania, 1968
D.Ed, Rutgers, 1985

Konogeorgopoulos, Nick: Assistant Professor, Comparative Sociology
BA, University of North Carolina Chapel Hill, 1992
MA, University of Toronto, 1994
PhD, University of British Columbia, 1998

Krueger, Patri: Professor, Music
BME, MM, PhD, University of Wisconsin, 1978, 1982, 1985

Kukreja, Sunil: Professor and Chair, Comparative Sociology
BA, St. Cloud State University, 1985
MA, Kansas State University, 1987
PhD, The American University, 1990

Kupinse, William: Assistant Professor, English
BA, Colby College, 1989
MA, Bucknell University, 1995
MA, PhD, Vanderbilt University, 1996, 1999

Lago Grana, Josefa: Associate Professor, Foreign Languages and Literature
Licenciatura, Universidade de Santiago de Compostela, 1991
MA, PhD, University of Nebraska - Lincoln, 1993, 1997

Lamb, Mary Rose: Professor, Biology
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

Lear, John: Associate Professor, History / Latin American Studies Program Director
BA, Harvard University, 1982
MA, PhD, University of California-Berkeley, 1986, 1993

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Faculty

Linauts, Martina: Clinical Associate Professor, Occupational Therapy
BS, Albright College, 1972
BS, Oakland University, 1986
PhD, Ohio State University, 1977

Livingston, Grace: Assistant Professor, African American Studies Program / School of Education
BA, Jamaica Theological Seminary, 1984
MS, Phl, University of Wisconsin, 1991, 2003 (expected)

Livingston, Lynda: Associate Professor, School of Business and Leadership
BA, University of Texas at Austin, 1985
MS, Texas A&M University, 1988
PhD, University of Washington, 1996

Lebow, Paul: Professor and Chair, Philosophy
BA, Cornell University, 1981
PhD, University of California-Berkeley, 1991

Loveless, Kathleen: Assistant Professor, School of Business and Leadership
BA, MA, Western Washington University, 1986, 1990
PhD, University of Massachusetts, 2002

Lowrie, Walter: Professor, History
BA, University of Puget Sound, 1958
MA, University of Washington, 1960
PhD, Syracuse University, 1975

Lowther, J. Stewart: Professor, Geology
BS, MS, McGill University, 1949, 1950
PhD, University of Michigan, 1957

Ludlow, Mikiko: Instructor, Foreign Languages and Literature
BA, Kyoto Sangyo University, 1979
MA, Ohio University, 1986

Lypher, David: Professor, Classics
BA, Yale University, 1969
PhD, Stanford University, 1980

Macey, J. David, Jr.: Assistant Professor, English
BA, Yale University, 1988
AM, Brown University, 1994
MA, PhD, Vanderbilt University, 1995, 1998

Madlung, Andreas: Assistant Professor, Biology
Staatssachsenen, University of Hamburg, 1995
PhD, Oregon State University, 2000

Malloy, Sean: Visiting Assistant Professor, History
BA, University of California - Berkeley, 1994
MA, PhD, Stanford University, 2001, 2002

Mann, Bruce: Professor, Economics
BA, Antioch College, 1969
MA, PhD, Indiana University, 1974, 1976

Marshall, Pamela: Visiting Assistant Professor, Biology
BS, University of Puget Sound, 1976
MS, San Francisco State, 1983
DVM, University of California - Davis, 1991

Martell, Eric: Visiting Assistant Professor, Physics
BS, North Central College, 1993
MS, PhD, University of Illinois, 1988, 1999

Matthews, Jeffrey: Assistant Professor, School of Business and Leadership
BS, Northern Arizona University, 1987
MBA, MA University of Nevada—Las Vegas, 1990, 1995
PhD, University of Kentucky, 2000

Mathews, Robert: Professor, Mathematics and Computer Science
BS, MS, PhD, University of Idaho, 1968, 1971, 1976

Maxwell, Keith: Professor, School of Business and Leadership
BS, Kansas State University, 1963
JD, Washburn University School of Law, 1966

McCixton, John: Professor, Art
BA, Humbolt State University, 1971
MFA, University of Montana, 1973

McCullough, James: Business and Leadership, Director and George Fredrick Jewett Distinguished Professor
BS, MS, University of California - Davis, 1965, 1970
MBA, University of Houston, 1973
PhD, University of Washington, 1976

McGruder, Julie Evans: Professor, Occupational Therapy
BS, Indiana University, 1975
MS, Indiana University-Indianapolis, 1979
MA, PhD, University of Washington, 1994, 1999

McKim, Christopher: Assistant Professor, School of Music
BA, Wichita State University, 1990
MS, Arizona State University, 1999
DMA, University of Colorado, 2003 (expected)

Merz, Carol: Professor and Dean, School of Education
BA, MA, Stanford University, 1964, 1965
EdD, Washington State University, 1983

Michel, Amy: Assistant Professor, Chemistry
BS, Ursinus College, 1996
PhD, University of Colorado, 1999

Milton, Andrew: Visiting Assistant Professor, Politics and Government
AB, University of California - Davis, 1989
MA, California State University, 1995
PhD, University of Oregon, 1998

Misemer, Sarah: Visiting Assistant Professor, Foreign Languages and Literature
BA, MA, PhD, University of Kansas, 1994, 1997, 2001

Moore, David: Assistant Professor, Psychology
BA, Wheaton College, 1993

Moura, Sarah: Associate Professor, Psychology
BA, MA, PhD, Bowling Green State University, 1987, 1991, 1993

Musser, Robert: Professor, Music
BS, Lebanon Valley College, 1960
MM, University of Michigan, 1966

Nagy, Helen: Professor, Art
BA, MA, PhD, University of California-Los Angeles, 1969, 1973, 1978

Nealey-Moore, Jill: Visiting Assistant Professor, Psychology
BA, University of California - Santa Barbara, 1992
MA, PhD, University of Utah, 1997, 2002

Neff, Lippman, Julie: Instructor, English / Director, Center for Writing and Learning
BA, MA, Washington State University, 1968, 1971

Nethyba, Steven: Associate Professor and Chair, Chemistry
BA, Reed College, 1981
PhD, Yale University, 1990
Faculty

Norton, Stephen: Visiting Assistant Professor, Environmental Studies
BA. Harvard University, 1980
MS, PhD, University of California - Santa Barbara, 1983, 1989

Nowak, Margaret: Associate Professor, Comparative Sociology
BA. Medaille College, 1968
MA, PhD, University of Washington, 1975, 1978

Oakes, Gregory: Visiting Assistant Professor, Philosophy
BA, Reed College, 1986
PhD, University of Washington, 1998

O’Neil, Patrick: Associate Professor, Politics and Government
BA, University of Oregon, 1987
PhD, Indiana University - Bloomington, 1994

Orlin, Eric: Associate Professor and Chair, Classics
BA, Yale University, 1986
PhD, University of California—Berkeley, 1994

Orloff, Heidi: Associate Professor and Chair, Exercise Science
BS, Baker University, 1983
MS, PhD, University of Kansas, 1985, 1988

Ostrom, Hans: Professor, English
BA, MA, PhD, University of California Davis, 1975, 1978, 1982

Owen, A. Susan: Professor, Communication Studies
BA, MA, University of Alabama, 1976, 1978
PhD, University of Iowa, 1989

Paradise, Alison: Instructor, Mathematics and Computer Science
BS, Linfield College, 1995
Graduate Diploma, MS, PhD, Victoria University, 1997, 2002, 2003

Patterson, Jeremy: Visiting Assistant Professor, Exercise Science
BS, Linfield College, 1995
Graduate Diploma, MS, PhD, Victoria University, 1997, 2002, 2003

Perry, Lo Sun: Instructor, Foreign Languages and Literature
BA, National Taiwan University, 1984
MA, University of Washington, 1986

Peters, Elizabeth: Visiting Assistant Professor, Comparative Sociology
BA, Washington State University
MA, Pennsylvania State University
PhD, State University of New York

Pickard, Matthew: Instructor, Mathematics and Computer Science
BEd, University of Hawaii, 1980
MED, University of Puget Sound, 1992

Pierson, Beverly: Professor, Biology
BA. Oberlin College, 1966
MA, PhD, University of Oregon, 1969, 1973

Pizzino, Jane Marie: Research Fellow, Religion
BA. Colgate University, 1981
MDiv, Duke University, 1986
PhD, University of Pennsylvania, 1996

Pollack, Janet: Assistant Professor, Music
BA, Syracuse University
MA, Duke University, 1993

Porter, Karen A.: Assistant Professor, Comparative Sociology
BA, University of Washington, 1986
MA, PhD, University of Rochester, 1988, 1997

Preiss, Raymond: Professor and Chair, Communication Studies
BS, Southwest Missouri State University, 1975
MA, West Virginia University, 1976
PhD, University of Oregon, 1988

Proehl, Geoffrey: Associate Professor and Chair, Theatre Arts
BS, George Fox College, 1973
MFA. Wayne State University, 1977
PhD, Stanford University, 1988

Putnam, Ann: Instructor, English
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, 1965

Rocinot, 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

Rickell, Wayne: Professor, Biology
BS, Rhodes College, 1969
MS, University of Alabama-Birmingham, 1972
PhD, Duke University, 1977

Riegsecker, John: Professor, Mathematics and Computer Science
BA, Goodwin College, 1968
MS, Northern Illinois University, 1971
PhD, University of Illinois-Chicago, 1976

Rinde, John: Associate Professor, Theatre Arts
BA, University of Wisconsin-Eau Claire, 1977
MS, PhD, University of Oregon, 1979, 1984

Rocchi, Michel: Professor and Chair, Foreign Languages and Literature
BA, MA, University of Puget Sound, 1971, 1972
PhD, University of Washington, 1980

Redgards, Steven: Instructor, Foreign Languages and Literature
BA, University of Oregon, 1979
Diplôme Superieur d’Etudes Francaises, Universite de Provence, 1980
MA, University of Oregon, 1982

Rosenbaum, Barry: Visiting Assistant Professor, Biology
BA, University of Texas, 1976
BA, PhD, University of Colorado, 1987, 1996

Rouslan, Kenneth: Professor, Chemistry
BA, Portland State University, 1970
PhD, University of Washington, 1976
Rowland, Thomas: Professor, Chemistry
BA, Catholic University of America, 1968
Ph.D. University of California-Berkeley, 1975

Royce, Jacalyn: Assistant Professor, Theatre Arts
BA, University of California — Santa Cruz, 1986
Ph.D. Stanford University, 2000

Ryken, Amy: Assistant Professor, Education
BA, Mille College, 1985
MPhil, Ph.D. University of California-Berkeley, 1990, 2001

Sable, Karin: Associate 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
Ph.D. University of California—Irvine, 1997

Sampen, Maria: Assistant Professor, School of Music
BM, University of Michigan, 1997
MM, Rice University, 1999
DMA, University of Michigan, 2002

Sander, Florence: Professor, English
BA, MA, University of New Zealand, 1958, 1960
Ph.D. University of California-Berkeley, 1968

Saucedo, Leslie: Visiting Assistant Professor, Biology
BS, University of Illinois Urbana, 1991
Ph.D. University of Wisconsin Madison, 1999

Scharrer, Eric: Associate Professor, Chemistry
BS, Bates College, 1989
Ph.D, University of North Carolina-Chapel Hill, 1993

Schiller, Thomas: Visiting Associate Professor, School of Business and Leadership / Director, Business Leadership Program
BA, MA, Eastern Washington University, 1969, 1973
Ph.D, Colorado State University, 1978

Scott, David: Professor, Mathematics and Computer Science
BA, Grinnell College, 1964
MA, Brandeis University, 1966
Ph.D. University of Washington, 1978

Sethchfield, Margaret: Clinical Professor, School of Education
BA, Central Washington University, 1959
M.K., University of Washington, 1968

Share, Donald: Professor and Acting Chair, Politics and Government
BA, University of Michigan, 1977
MA, PhD, Stanford University, 1980, 1983

Singleton, Ross: Professor and Chair, Economics
BA, University of Wyoming, 1969
Ph.D. 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, Christine: Assistant Professor, Chemistry
BS, Indiana University, 1992
Ph.D. Yale University, 1998

Smith, David: Professor and Chair, History / Dolliver National Endowment for the Humanities Distinguished Teaching Professorship
BA, Bissell 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

Sousa, David: Professor, Politics and Government
BA, University of Rhode Island, 1982
Ph.D. University of Minnesota, 1981

Spannagel, 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, Kate: Professor, Economics
BA, SR, Martin's College, 1980
MA, PhD. University of Notre Dame, 1983, 1987

Stockdale, Jonathan: Visiting Assistant Professor, Religion
BA, Kenyon College, 1987

Stone, Ronald: Professor, Occupational Therapy
BA, Bethel College, 1968

Sugimoto, Michael: Assistant Professor, Foreign Languages and Literature
BA, University of Minnesota, 1987
MA, PhD. Cornell University, 1989, 1999

Swinh, Yvonne: Associate Professor, Occupational Therapy
BS, University of Puget Sound, 1984

Tabako, Tomasz: Visiting Assistant Professor, Communication Studies
BA, National-Louis University, 1994
MA, PhD. Northwestern University, 1997, 2003 (expected)

Tamashiro, Joyce: Instructor, Biology
BS, University of Puget Sound, 1978
Ph.D, University of California-San Diego, 1985

Taranovski, Theodore: Professor, History
BA, University of California-Los Angeles, 1963
MA, PhD. Harvard University, 1965, 1976

Taylor, Scott: Visiting Assistant Professor, Foreign Languages and Literature
BA, University of Kentucky, 1994
MS, University of Tennessee, 1995
PhD, Florida State University, 2003

Tepper, Jeffrey: Assistant Professor, Geology
AB, Dartmouth College, 1981
MA, PhD. University of Washington, 1985, 1991

Thomas, Ronald: English / President
BA, Wheaton College, 1971
MA, Brandeis University, 1978
Ph.D, Brandeis University, 1983
Faculty

Thomson, Alan: Professor, Physics / University
Professor of Natural Sciences
BA, Wesleyan University, 1967
PhD, University of Washington, 1978

Tinsley, David: Professor, Foreign Languages and Literature
BA, Colorado College, 1976
MA, University of North Carolina-Chapel Hill, 1979
MA, PhD, Princeton University, 1982, 1985

Tomlin, George: Professor and Director, Occupational Therapy [title in question]
BS, Massachusetts Institute of Technology, 1972
MA, Boston University, 1979
MS, University of Puget Sound, 1983
PhD, University of Washington, 1986

Tracy, Alison: Visiting Assistant Professor, English
BA, University of California Berkeley, 1983
MA, Boston University, 1989
MA, San Francisco State University, 1995

Tullis, Alexa: Associate Professor, Biology
PhD, University of Chicago, 1994

Turnbull, Mary: Instructor, English
BA, University of Washington, 1969
MA, University of Puget Sound, 1972
PhD, University of Chicago, 1978

Tyson, Judith: Instructor, Foreign Languages and Literature
BA, Earlham College, 1967
MA, University of Wisconsin, 1973

Valentine, Michael: Associate Professor and Chair, Geology
BS, State University of New York-Albany, 1975
MS, PhD, University of Massachusetts, 1985, 1990

van der Veen, Jan: Visiting Assistant Professor, Economics
BA, Haverford College, 1961
MA, George Washington University, 1966
PhD, Cornell University, 1972

Velez Quinones, Harry: Professor, Foreign Languages and Literature
BA, Washington University, 1982
MA, PhD, Harvard University, 1983, 1990

Veseth, Michael: Professor, International Political Economy Program
BA, University of Puget Sound, 1972
MS, PhD, Purdue University, 1974, 1975

Walls, Kurt: Assistant Professor, Theatre Arts
BT, Willamette University
MFA, University of Washington, 1984

Ward, Keith: Professor and Director, School of Music
BM, West Chester University, 1978
MM, DM, Northwestern University, 1979, 1986

Warning, Matthew: Associate Professor, Economics
BS, Auburn University, 1982
MS, University of California at Davis, 1988
PhD, University of California at Berkeley, 1997

Weinman, Melissa: Professor and Chair, Art
BA, Bowdoin College, 1982
MFA, University of Southern California, 1984

Weisz, Carolyn: Associate Professor and Chair, Psychology
BA, Stanford, 1987
MA, PhD, Princeton, 1989, 1992

Westerberg, Sarah: Associate Professor, Physical Therapy
BA, University of Minnesota, 1976
MPT, PhD, University of Washington, 1979, 1993

Wiese, Nila: Visiting Assistant Professor, School of Business and Leadership
BS, Oklahoma State University
MIM, Baylor University, 1992
PhD, University of Oregon, 1996

Wilkins-Miedel, Cordelia: Music / Northwest Artist-in-Residence
MM, Academy of Fine Arts Berlin, 1961

Wilson, Ann: Clinical Associate Professor, Physical Therapy
BS, University of Puget Sound, 1989
MEd, University of Washington, 1994

Wilson, Paula: Associate Professor, School of Business and Leadership
BA, PhD, University of Washington, 1978, 1989

Wilson, Roberta: Professor, Exercise Science
BS, MS, University of California-Los Angeles, 1970, 1973
PhD, University of Southern California, 1988

Winkler, Peter: Associate Professor, Biology / Environmental Studies Program Director
BA, University of Washington, 1982
PhD, Cornell University, 1991

Wood, Lisa: 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

Youkman, Jerry: Assistant Professor, School of Music
BA, California College of the Arts, 1977

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, 1963

Annis, LeRoy: English
BA, MA, PhD, University of Washington, 1960, 1962, 1970

Baarsma, William: Professor, School of Business and Leadership
BA, University of Puget Sound, 1964
MA, DPA, George Washington University, 1966, 1972

Baird, Alice: Physical Education
BS, University of Iowa, 1931
AM, Columbia University, 1932

Baird, Walter: Communication and Theatre Arts
BA, University of Puget Sound, 1941
MA, PhD, Northwestern University, 1947, 1958

Barber, W. Fred: History/Associate Dean
BA, MA, PhD, University of Washington, 1951, 1964

Bond, Alice: Physical Education
BS, University of Iowa, 1931
AM, Columbia University, 1932

Bowditch, E. Richter: Education
HEd, 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, Lynnerre: Physical Therapy
BS, Simmons College, 1961
BA, MEd, PhD, University of Washington, 1967, 1974, 1983

Clayton, Shelby: Physical Therapy
BS, University of Minnesota, 1960
MS, University of Colorado, 1966

Clifford, R. 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
MILR, Cornell University, 1955
PhD, University of Washington, 1971

Corliss, Ralph: English
BA, MA, Washington State University, 1951, 1953

Cowen, Francis: English
BA, California State University-Los Angeles, 1956
MA, California State University-Northridge, 1963
PhD, University of Southern California, 1968

Danes, Zdenk E: 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, 1959

Fidder, Albert: Research Professor, Geology
BS, Oregon State University, 1966
MA, PhD, Dartmouth College, 1968, 1971

English, Jolin: Education
BA, MA, Michigan State University, 1961, 1964
PhD, University of Oregon, 1973

Fields, Ronald: Professor, Art
BA, Arkansas Polytechnic College, 1959
MA, University of Arkansas, 1960
PhD, Ohio University, 1968

Goledee, Thomas: Professor, Music
BA, MA, University of Washington, 1958, 1959
DMA, Stanford University, 1966

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

Gualter, George: Professor, Comparative Sociology
BS, MA, University of Washington, 1969, 1973
PhD, University of California-Los Angeles, 1976

Gunter, Craig: Politics and Government
BA, University of Illinois, 1943
MS, MS, University of Wisconsin, 1948, 1957
EdD, Washington State University, 1964

Harza, 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

Heising, 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, 1966

Hodges, Richard: Education
BA, Oregon State University, 1952
BS, MS, Oregon College of Education, 1953, 1958
EdD, Stanford University, 1964
Faculty

Holm, Marge: Occupational Therapy OTR
BS, University of Minnesota, 1968
Med, Pacific Lutheran University, 1978
PhD, University of Nebraska-Lincoln, 1980

Hosette, 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: School of Business and Leadership
BS, California State Polytechnic University, 1958
PhD, University of Washington, 1972

Iben, Charles: Comparative Sociology
BA, University of Colorado, 1964
MS, PhD, Colorado State University, 1965, 1968

Karns, Ernest: Biology
BA, Augustana College, 1949
MS, University of Washington, 1952
PhD, University of California, Berkeley, 1956

Kerrick, Jerill: Professor, Mathematics and Computer Science
BA, MS, California State University San Jose, 1962, 1967
PhD, Oregon State University, 1971

Knebel, Dorothy: School of Business and Leadership
BS, Purdue University, 1952
MBA, PhD, The Ohio State University, 1975, 1978

Lantz, 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

Lindegren, Eric: Biology
BA, MA, Walla Walla College, 1965, 1966
PhD, University of North Carolina, 1972

Mace, Terrence: Professor, Biology
BA, Carleton College, 1968
MS, University of Minnesota, 1971
PhD, University of Montana, 1981

Martin, Jacqueline: Foreign Languages and Literature
BA, University of Washington, 1944
MA, Boston University, 1952
PhD, University of Oregon, 1966

Meihlau, Curtis: Professor, Chemistry
BS, University of California-Berkeley, 1961
PhD, University of Washington, 1965
JD, University of Puget Sound, 1989

Morris, James: School of Business and Leadership
BA, MBA, Stanford University, 1940, 1947

Myles, Margaret: Music
Chicago Music Conservatory, 1946
Lafange Studio, 1942, 1950

Neel, 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

Oncley, Alma: Music
BS, MM, Eastman School of Music, 1931, 1933
DSM, Union Theological Seminary, 1963

Overman, Richard: Religion
BA, MD, Stanford University, 1950, 1954
MTh, 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, ThD, Iliff School of Theology, 1953, 1960

Peterson, Gary: Communication and Theatre Arts
BS, University of Utah, 1960
MA, PhD, Ohio University, 1961, 1963

Peterson, Joseph: Physical Education
BA, MA, University of Puget Sound, 1967, 1971

Phillips, Philip M: Politics and Government/President
BA, Washington State University, 1953
MA, PhD, University of Chicago, 1954, 1957

Phillips, John: Religion/Comparative Sociology
BA, Baker University, 1942
STH, PhD, Boston University, 1945, 1948
DD, Baker University, 1967

Pierce, Susan Resneck: Professor, English / President
AB, Wellesley College, 1965
MA, University of Chicago, 1966
PhD, University of Wisconsin-Madison, 1972

Polley, Ray J: School of Business and Leadership, CPA, CIA
BA, MBA, University of Puget Sound, 1959, 1964

Pons, David B: History
BA, Wesleyan University, 1960
MA, PhD, Harvard University, 1961, 1967

Sier, Frederick: Professor, Physics
BS, MS, PhD, University of Washington, 1959, 1960, 1966

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, 1983

Street, James: Dean, School of Music
BFA, MM, University of South Dakota, 1954, 1959
EdD, University of Illinois, 1971

Stoiber, Robert: Education
BA, University of Washington, 1962
MS, PhD, Oregon State University, 1968, 1971

Stay, 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
Faculty

Stuckey, Lloyd: Financial Vice President
BA, University of the Pacific, 1965

Taylor, Desmond: Library
BA, Emory and Henry College, 1953
MS, University of Illinois, 1960

Umsteet, Denis: School of Business and Leadership
BS, University of Florida, 1960
MS, Air Force Institute of Technology, 1967
PhD, University of Washington, 1975

VanArkel, Rosemary: English
BA, MA, University of Washington, 1947, 1948
PhD, Columbia University, 1961

VanEnkeri, 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, 1962, 1971

Waldo, Robert: School of Business and Leadership/Dean
BS, MS, University of Colorado, 1948, 1949
MBE, PhD, Claremont Graduate School, 1966, 1972

Wallrof, Paul: Physical Education
BA, MS, University of Washington, 1958, 1965

Wood, Anne: Professor, Chemistry
BS, PhD, University of Illinois-Urbana, 1966, 1970

Zech, Donald: Physical Education
BS, University of Notre Dame, 1954
MS, Washington State University, 1955
## Calendar 2003-2004

### Fall Semester 2003

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
<td>Friday</td>
<td>Validation Deadline, by mail or in person</td>
</tr>
<tr>
<td>August 22</td>
<td>Friday</td>
<td>Open Registration for Fall Classes</td>
</tr>
<tr>
<td>August 23</td>
<td>Saturday</td>
<td>Residential Facilities Open for Freshmen, 9:00 am</td>
</tr>
<tr>
<td>August 23</td>
<td>Saturday</td>
<td>Board Plan Meal Service Opens, 11:00 am</td>
</tr>
<tr>
<td>August 23-Sept 1</td>
<td>Saturday-Monday</td>
<td>Orientation Week</td>
</tr>
<tr>
<td>August 30</td>
<td>Saturday</td>
<td>Residential Facilities Open for All Students, 10:00 am</td>
</tr>
<tr>
<td>August 30</td>
<td>Saturday</td>
<td>Greek Chapters Open for Continuing Students, 10:00 am</td>
</tr>
<tr>
<td>September 1</td>
<td>Monday</td>
<td>Labor Day (No classes)</td>
</tr>
<tr>
<td>September 2</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>September 2</td>
<td>Tuesday</td>
<td>Add/Drop andAudit Registration Begins</td>
</tr>
<tr>
<td>September 3</td>
<td>Wednesday</td>
<td>Last Day to Drop with 100% Tuition Adjustment</td>
</tr>
<tr>
<td>September 9</td>
<td>Tuesday</td>
<td>Last Day to Add or Audit Classes</td>
</tr>
<tr>
<td>September 9</td>
<td>Tuesday</td>
<td>Last Day to Exercise P/F Option</td>
</tr>
<tr>
<td>September 12</td>
<td>Friday</td>
<td>Application for May/August/December, 2004 Graduation</td>
</tr>
<tr>
<td>September 15</td>
<td>Monday</td>
<td>Last Day to Drop Without Record</td>
</tr>
<tr>
<td>September 15</td>
<td>Monday</td>
<td>Last Day to Drop with 80% Tuition Adjustment</td>
</tr>
<tr>
<td>September 19</td>
<td>Friday</td>
<td>Last Day to Drop with 50% Tuition Adjustment</td>
</tr>
<tr>
<td>September 26</td>
<td>Friday</td>
<td>Last Day to Drop with 40% Tuition Adjustment</td>
</tr>
<tr>
<td>September 29</td>
<td>Monday</td>
<td>Last Day to Withdraw With An Automatic “W”</td>
</tr>
<tr>
<td>October 3</td>
<td>Friday</td>
<td>Last Day to Drop with 30% Tuition Adjustment</td>
</tr>
<tr>
<td>October 10</td>
<td>Friday</td>
<td>Last Day to Drop with 25% Tuition Adjustment</td>
</tr>
<tr>
<td>October 17</td>
<td>Friday</td>
<td>Incomplete Spring/Summer Work Due to Instructor</td>
</tr>
<tr>
<td>October 17</td>
<td>Friday</td>
<td>Mid-term</td>
</tr>
<tr>
<td>October 17</td>
<td>Friday</td>
<td>Last Day to Drop with 20% Tuition Adjustment</td>
</tr>
<tr>
<td>October 20</td>
<td>Monday</td>
<td>Fall Break (No Classes)</td>
</tr>
<tr>
<td>October 22</td>
<td>Wednesday</td>
<td>Mid-Term Grades Due, Noon</td>
</tr>
<tr>
<td>October 24</td>
<td>Friday</td>
<td>Last day to drop at 15%</td>
</tr>
<tr>
<td>November 3</td>
<td>Monday</td>
<td>Preliminary 2004 Summer Schedule available</td>
</tr>
<tr>
<td>November 14-21</td>
<td>Friday-Friday</td>
<td>Registration for Spring Term</td>
</tr>
<tr>
<td>November 26</td>
<td>Wednesday</td>
<td>Board Plan Meal Service Closes, 6:00 pm</td>
</tr>
<tr>
<td>November 27-30</td>
<td>Thursday-Sunday</td>
<td>Thanksgiving Holiday (Residential Facilities Rema</td>
</tr>
<tr>
<td>November 30</td>
<td>Sunday</td>
<td>Board Plan Meal Service Opens, 4:00 pm</td>
</tr>
<tr>
<td>December 1</td>
<td>Monday</td>
<td>Open Registration for Spring Begins (Continuing &amp; Transfer Students)</td>
</tr>
<tr>
<td>December 10</td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 11-14</td>
<td>Thursday-Sunday</td>
<td>Reading Period (No Classes</td>
</tr>
<tr>
<td>December 15-19</td>
<td>Monday-Friday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 19</td>
<td>Friday</td>
<td>Board Plan Meal Service Closes, 6:00 pm</td>
</tr>
<tr>
<td>December 20</td>
<td>Saturday</td>
<td>All Residential Facilities Close, 12:00 noon</td>
</tr>
<tr>
<td>January 5</td>
<td>Monday</td>
<td>Final Grades Due, 12:00 Noon</td>
</tr>
<tr>
<td>January 7</td>
<td>Wednesday</td>
<td>Probation/Dismissal meeting for Fall 2003, 9:00 am</td>
</tr>
</tbody>
</table>

### Spring Semester 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9</td>
<td>Friday</td>
<td>Validation Deadline, by mail or in person</td>
</tr>
<tr>
<td>January 14</td>
<td>Wednesday</td>
<td>Sorority Chapters Open for Members, 10:00 am</td>
</tr>
<tr>
<td>January 14</td>
<td>Wednesday</td>
<td>Board Plan Meal Service Open</td>
</tr>
<tr>
<td>January 16</td>
<td>Friday</td>
<td>Open Registration for Spring classes</td>
</tr>
<tr>
<td>January 17</td>
<td>Saturday</td>
<td>Fraternity Chapters Open for Members, 10:00 am</td>
</tr>
<tr>
<td>January 17</td>
<td>Saturday</td>
<td>Residential Facilities Open for all Students, 10:00 am</td>
</tr>
<tr>
<td>January 18</td>
<td>Sunday</td>
<td>Board Plan Meal Service Open</td>
</tr>
<tr>
<td>January 19</td>
<td>Monday</td>
<td>Martin Luther King Jr. Birthday (No Classes)</td>
</tr>
<tr>
<td>January 20</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
</tbody>
</table>

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### Calendar 2003-2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20</td>
<td>Tuesday</td>
<td>Add/Drop and Audit Registration Begins</td>
</tr>
<tr>
<td>January 21</td>
<td>Wednesday</td>
<td>Last Day to Drop with 100% Tuition Adjustment</td>
</tr>
<tr>
<td>January 27</td>
<td>Tuesday</td>
<td>Last Day to Add or Audit Classes</td>
</tr>
<tr>
<td>January 27</td>
<td>Tuesday</td>
<td>Last Day to Exercise P/F Option</td>
</tr>
<tr>
<td>February 2</td>
<td>Monday</td>
<td>Last Day to Drop Without Record</td>
</tr>
<tr>
<td>February 2</td>
<td>Monday</td>
<td>Last Day to Drop with 80% Tuition Adjustment</td>
</tr>
<tr>
<td>February 6</td>
<td>Friday</td>
<td>Last Day to Drop with 50% Tuition Adjustment</td>
</tr>
<tr>
<td>February 13</td>
<td>Friday</td>
<td>Last Day to Drop with 40% Tuition Adjustment</td>
</tr>
<tr>
<td>February 16</td>
<td>Monday</td>
<td>Last Day to Withdraw with an Automatic “W”</td>
</tr>
<tr>
<td>February 20</td>
<td>Friday</td>
<td>Last Day to Drop with 30% Tuition Adjustment</td>
</tr>
<tr>
<td>February 27</td>
<td>Friday</td>
<td>Last Day to Drop with 25% Tuition Adjustment</td>
</tr>
<tr>
<td>March 5</td>
<td>Friday</td>
<td>Last Day to Drop with 20% Tuition Adjustment</td>
</tr>
<tr>
<td>March 12</td>
<td>Friday</td>
<td>Last Day to Drop with 15% Tuition Adjustment</td>
</tr>
<tr>
<td>March 12</td>
<td>Friday</td>
<td>Incomplete Fall Work Due to Instructor</td>
</tr>
<tr>
<td>March 15-19</td>
<td>Monday-Friday</td>
<td>Spring Recess (Residential Facilities Remain Open)</td>
</tr>
<tr>
<td>March 22</td>
<td>Monday</td>
<td>Mid-Term Classes Resume</td>
</tr>
<tr>
<td>March 22</td>
<td>Monday</td>
<td>Mid-Term Grades Due, noon</td>
</tr>
<tr>
<td>April 5-9</td>
<td>Monday-Friday</td>
<td>Registration for Fall Term</td>
</tr>
<tr>
<td>April 12</td>
<td>Monday</td>
<td>Early Registration for Summer Begins</td>
</tr>
<tr>
<td>April 19</td>
<td>Monday</td>
<td>Open Registration for Fall Begins (Continuing &amp; Transfer Students)</td>
</tr>
<tr>
<td>May 5</td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 6-9</td>
<td>Thursday-Sunday</td>
<td>Reading Period (No Classes)</td>
</tr>
<tr>
<td>May 10-14</td>
<td>Monday-Friday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 14</td>
<td>Friday</td>
<td>Board Plan Meal Service Closes, 6:00 pm</td>
</tr>
<tr>
<td>May 15</td>
<td>Saturday</td>
<td>Residential Facilities Close for non-graduating students, 12 noon</td>
</tr>
<tr>
<td>May 15</td>
<td>Saturday</td>
<td>Commencement, 2 pm</td>
</tr>
<tr>
<td>May 16</td>
<td>Sunday</td>
<td>Baccalaureate, 10 am</td>
</tr>
<tr>
<td>May 16</td>
<td>Sunday</td>
<td>Final Grads Due, 12:00 noon</td>
</tr>
<tr>
<td>May 17</td>
<td>Monday</td>
<td>Residential Facilities Close for Graduating Seniors, 12:00 noon.</td>
</tr>
<tr>
<td>May 26</td>
<td>Wednesday</td>
<td>Probation/Dismissal Meeting for Spring 2004, 9:00 am</td>
</tr>
<tr>
<td>June 2</td>
<td>Wednesday</td>
<td>Prolate/Dismissal Meeting for Spring 2004, 9:00 am</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Summer Session 2004</strong></td>
</tr>
<tr>
<td>May 17</td>
<td>Monday</td>
<td>Term I Begins</td>
</tr>
<tr>
<td>May 31</td>
<td>Monday</td>
<td>Memorial Day (No Classes)</td>
</tr>
<tr>
<td>June 25</td>
<td>Friday</td>
<td>Term I Ends</td>
</tr>
<tr>
<td>June 28</td>
<td>Monday</td>
<td>Term II Begins</td>
</tr>
<tr>
<td>July 5</td>
<td>Monday</td>
<td>No Classes</td>
</tr>
<tr>
<td>August 6</td>
<td>Friday</td>
<td>Term II Ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>School of Education</strong></td>
</tr>
<tr>
<td>June 21</td>
<td>Monday</td>
<td>Term A (MAT) Begins</td>
</tr>
<tr>
<td>June 21</td>
<td>Monday</td>
<td>Term B (MEd) Begins</td>
</tr>
<tr>
<td>July 5</td>
<td>Monday</td>
<td>No Classes</td>
</tr>
<tr>
<td>July 16</td>
<td>Friday</td>
<td>Term B Ends</td>
</tr>
<tr>
<td>July 19</td>
<td>Monday</td>
<td>Term C (MEd) Begins</td>
</tr>
<tr>
<td>August 13</td>
<td>Friday</td>
<td>Term A Ends</td>
</tr>
<tr>
<td>August 15</td>
<td>Friday</td>
<td>Term C Ends</td>
</tr>
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Tacoma, WA 98416 USA
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Academic Advising ..................................... (253) 879-3250 ........ aad@ups.edu
Alumni Programs ........................................ (253) 879-3245 ........ alumnoffice@ups.edu
Associated Students .................................... (253) 879-3600 ........ asupspresid@ups.edu
Bulletins ...................................................(253) 879-3211 ........ admission@ups.edu
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Curriculum ............................................... (253) 879-3207 ........ curriculum@ups.edu
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Summer Session ......................................... (253) 879-3207 ........ cwashburn@ups.edu
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University Relations ................................. (253) 879-3902 ........ vpo@ups.edu
Diversity Statement

We Acknowledge
the richness of commonalities and differences we share as a university community.
the intrinsic worth of all who work and study here.
that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

to create respect for and appreciation of all persons as a key characteristic of our campus community.
to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
to foster a spirit of openness to active engagement among all members of our campus community.

We Act

to achieve an environment that welcomes and supports diversity.
to insure full educational opportunity for all who teach and learn here.
to prepare effectively citizen-leaders for a pluralistic world.

Equal Opportunity Statement

The University of Puget Sound does not discriminate in education or employment on the basis of sex, race, color, national origin, religion, creed, age, disability, marital or familial status, sexual orientation, Vietnam-era veteran status, gender identity, or any other basis prohibited by local, state, or federal laws. This policy complies with the spirit and the letter of applicable federal, state and local laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Questions about the policy may be referred to the University's Director of Human Resources and Affirmative Action (253-879-3116) or the Office of Civil Rights, Department of Education, Washington, D.C. 20202.