ON THE COVER is an illustration by Craig Feero, Class of 1980. A student of fine art, Craig selected Mount Rainier, the inland waterways of Puget Sound, and the red-brick, Tudor facade of the University's administrative center, Jones Hall, to capture the beauty of the University of Puget Sound campus and its surroundings in the heart of the Pacific Northwest.
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THE UNIVERSITY/
SUM AND SUBSTANCE
THE PLACE/PUGET SOUND

The Puget Sound region, in the Northwest corner of the United States, is a world of colorful contrasts. It is a land which offers equal opportunity to sailors and skiers, backpackers and deep-sea fishermen, symphony lovers and sports fans . . . a land where skyscrapers and mighty fir trees thrust skyward within a half-dozen miles of each other.

It is in this remarkable location that the city of Tacoma, Washington, and the University of Puget Sound are situated. The University's park-like, 72-acre campus lies just a seagull-cry from Puget Sound's historic Commencement Bay, in a quiet, residential area of Tacoma. To the northwest, across Puget Sound, rise the Olympic mountains. To the east, dominating the craggy horizon formed by the Cascade range (and visible from the campus) is the magnificence of snow-crowned Mount Rainier.

For people who love the out-of-doors, the Puget Sound area is both a recreational haven and a natural classroom, affording a superb setting for marine biology, mountain-survival, and nature-photography studies. Within easy driving distance of the UPS campus are sandy, ocean beaches; quiet, inland waterways, snow-capped mountains. There are long trails for hiking and rugged peaks for climbing.

For those who enjoy the "great indoors," the region's refreshing geography is complemented by the intriguing city life of the Tacoma-Seattle-Olympia area.

Tacoma, a city of 157,000, boasts a wide array of retail stores, restaurants and recreational facilities, along with the nation's tallest totem pole, the famed Narrows Bridge and the Washington State Historical Museum.

The Northwest's largest city, Seattle, lies a short, 35 freeway miles to the north and offers a kaleidoscope of cultural and recreational opportunities. Olympia, about one-half hour south of Tacoma, is the state capitol, with special attractions for students of law or political science.

The winter climate of the area is more likely to require rain boots than snowshoes, but it's those rainy days that keep the flora lush and green all year round. Spring and summer days usually hover sunny in the 70's.

THE PAST/THE WAY WE WERE

The University of Puget Sound has been called "a school ahead of time," a description that applies not only to its present, long-range thrust toward the world of 2001 and beyond, but also to the circumstances of its birth and early life.
It was in 1888, in a town recently incorporated and a territory that was still almost two years from statehood, that the University of Puget Sound saw the light of day. The pioneering Methodist ministers and laymen who gave it birth and dedicated it to "the promotion of learning, good government and the Christian religion" considered themselves neither premature nor presumptuous in bringing higher education to the "City of Destiny." To prove their point, they recruited a student body of 88 from the surrounding community and in 1891 sent the first seven UPS graduates forth into the world.

The University of Puget Sound was a three-year institution until 1904. In that year, the school adopted a four-year college program, and for many years was known as the College of Puget Sound.

In 1923, again with a periscope on the future, the college moved to a larger campus which would allow for the expansion that the post-World War II years were to bring. Most of the beautiful Tudor Gothic buildings on campus, with their red-bricked pattern of arches and serried porticoes, were built during the expansive era of the 1950's and 1960's, under the leadership of former President R. Franklin Thompson.

In 1960, the school achieved the official university status it has today.

It is, of course, one-sided to view the history of such an institution in terms of bricks and buildings alone: like the ivy clinging to the outer walls, cherished traditions have grown up over the years, to give strength and stability to the University as it functions in a society of rapid change.

In 1973, Dr. Philip M. Phibbs became President of the University and the school entered a new era— one which, typically for UPS, is based on a history of careful preparation for the future.

THE PRESENT/AS WE ARE

Today, the University of Puget Sound is a place where learning is the Great Adventure, where self-knowledge is as much sought after as the intricacies of any academic subject, and where a personalized environment combines with academic excellence to give each person a unique opportunity for achievement both as a student and as a human being.

It is a "people" place. The student body now numbers around 2,800— small enough in size to seem almost like an extended family and large enough in diversity of background, interest and national origin to give the campus a vital and exciting atmosphere.

The faculty at UPS also has qualities that set it apart. Above all, it is a teaching faculty, selected not only for excellence in various subject areas but also for the desire and ability to
transmit that knowledge to students in a meaningful way. Friendliness is another faculty characteristic at UPS, and teachers welcome students not only into their classrooms but into their circle of personal acquaintances and fellow academicians.

The new curriculum at the University of Puget Sound is a telling example of the school’s talent for being ahead of its time, and, in fact, grew out of the knowledge that students entering a world of “future shock” need a special kind of academic background.

During a three-year period of thoughtful study and careful planning, the University worked out curriculum requirements that are newly attuned to the type of education which is most valuable to today’s students. Under the new curriculum, courses in written communication, oral communication, quantification, historical and humanistic perspectives form a “core” of essential skills and insights designed to give meaning and unity to the other courses which are grouped around them over a four-year period. These courses are intended to be both foundation and vantage point for the continuing discoveries that a liberal education affords, and to make it possible for each student, no matter what his or her major interest, (1) to learn to communicate effectively, both orally and in writing, (2) to learn to think logically and independently; (3) to learn how to study independently; (4) to study some discipline in depth in order to know the sense of power that comes with learning; (5) to acquire breadth of learning and interest; (6) to learn how the various branches of learning are interrelated; and (7) to develop a personal system of values.

Freshman orientation programs and a concerned and knowledgeable staff of academic advisors and career counselors also help to get everything together for UPS students.

The UPS idea is that students deserve to graduate from school with a solid education, not just a degree.

Just as a curriculum affects the “personality” of a university, so does its course pattern. Effective learning does not always take place in 50-minute class periods. Though any college must be tied to a fairly structured time schedule, the University’s 4-1-4 calendar allows for maximum flexibility. The figures 4-1-4 refer to four months—one month, and four months—our calendar for a nine-month academic year. The “1” represents Winterim, a one-month term during January when students may enroll in a single course devoted to concentrated study in one subject.

Winterim course options range from the conventional to the highly unconventional. Students are invited to propose Winterim courses, to work with faculty in designing both on-campus and travel courses, and to take advantage of month-long internships in local businesses.
Is there life after class at UPS? Of course—and it’s more than just Frisbee tournaments on the lawn or scratch softball on an impromptu diamond, although these are popular, too. Things to do with free time include (not in any particular order): participating in student government, joining a departmental club, singing with the Adelphians, playing in the Jazz Ensemble or Symphonic Band, trying out for an Inside Theatre role, letting the Community Involvement Center steer you to a worthwhile community project.

For people who like to write or take pictures, there’s always room for one more on the staff of the weekly, student newspaper, The Trail, Tamanawas (the yearbook) and Crosscurrents (the literary annual) are good outlets for creative talent; so is KUPS, the new, student-operated FM radio station which broadcasts news, music and commentary for students and local residents.

The Black Student Union annually presents a Black Arts Festival for the community at large; and Hui O Hawai‘i, which represents some 200 students from Hawaii, brings the house down each year with a show in Polynesian tradition.

Scholarship and activity honoraries—Mortar Board, Spurs, Phi Kappa Phi and others—bring students together in a number of service projects. Forensics students participate in a Speakers’ Bureau. The list goes on. Add to the above the many outings and projects sponsored by fraternities and sororities, and the variety of films, speakers, dances and entertainment provided by the Associated Student Body.

Sports are an important part of the UPS scene. On our “seven day campus,” there’s opportunity to swim, play tennis or run the track just for the fun of it. For those who want more competitive sports thrills, there’s plenty of varsity and intercollegiate action. For everyone, there’s the joy of being a cheering spectator in the UPS stands when a Logger team wins a major victory.

There are, in fact, so many facets of life at UPS that are not in the classroom that the University has named a Vice President for Student Services. His job is to see to it that all aspects of student life reflect the healthy, happy, responsive environment in which everyone can do his or her best work, and which can make an educational career not just a preparation for life, but an interesting and important part of it.

The Dean of Students’ office is a vital part of student life, not only for such stand-bys as campus security, health services and religious programs, but for special resources that are as all-encompassing as the carefully trained residence hall staff, and as personal as a sympathetic grin from someone in the Counseling Center.

UPS is a good place to be.
ACADEMICS/TO A DEGREE
University Academic Organization

Arts and Sciences Departments

Professional Schools
Business and Public Administration, Education, Law, Music, Occupational Therapy and Physical Therapy

Special Programs

Degrees Offered/Undergraduate

The Bachelor of Arts Degree is awarded for completion of undergraduate programs in the following majors:

The Bachelor of Science Degree is awarded for completion of undergraduate programs in the following majors:
Biology, Chemical Physics, Chemistry, Computer Science, Economics, Geology, Interdisciplinary Studies, Mathematics, Natural Science, Occupational Therapy, Physical Therapy, Physics, Psychology

The Bachelor of Education Degree is awarded under certain conditions to students holding a B.A. or B.S. degree from an accredited college or university who have completed requirements of the Washington State Board of Education for a certificate to teach in the public schools. For specific requirements, see School of Education section in this catalog.

The Bachelor of Music Degree is awarded for completion of undergraduate requirements outlined in the School of Music section in this catalog.

The Bachelor of Accounting Science Degree is awarded for the completion of a post-baccalaureate professional program in accounting outlined in the School of Business and Public Administration section of this catalog.
Degrees Offered/Graduate

Graduate programs are offered by the University of Puget Sound, leading to the following degrees:

Master of Arts (M.A.), Master of Fine Arts (M.F.A.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Music (M.M.), Master of Science (M.S.), Juris Doctor (J.D.)

Detailed information on specific programs, admission requirements and application procedures is included in the UPS Graduate Studies Bulletin, which may be obtained by writing to the Director of Admissions or Director of Graduate Studies. Admission requirements for graduate study are outlined also in this catalog.

RESOURCES/ON LOCATION

Collins Memorial Library
Desmond Taylor, Director

The Collins Memorial Library offers a variety of research opportunities, reading materials and study accommodations.

In the fall of 1974, a major new library addition was completed which more than doubled the size of the library. The entire library complex is now specially temperature- and humidity-controlled for maximum study benefits and preservation of the collection.

The new addition is fully carpeted and, with its many lounge chairs and settees, adds further dimensions to the variety of study facilities available to the student. It is now more than likely that each student can find a study position that best suits his or her individual preference. Large study tables are suitable for four or more students. There are group study rooms and over fifty private carrel rooms with one or two study positions in each.

Collins Library houses a collection of approximately 300,000 volumes. There is also a sizable microform collection plus additional collections of microfiche and microcards. In 1934 the library was officially designated as a U.S. Federal Depository Library. The government documents collection currently numbers more than 80,000 items. The library is also a Washington State Depository Library. The periodical or magazine collection of the library is substantial; presently there are about 2,250 titles available for students to examine.

The library also offers audio-visual resources. Equipment (cassette tape players, tape recorders, record players, etc.) to terminate speeches, lectures, poetry, drama and music on tapes, records and cassettes, and a language laboratory for tape instruction in various foreign languages are some of these special services.

Museum of Natural History

The James R. Slater Museum of Natural History is a research and teaching museum which is located in the University's Thompson Science Hall. In it are collected, preserved and catalogued over 50,000 specimens of birds, mammals, reptiles, amphibians and plants native to the Pacific Northwest, as well as specimens from other parts of the world. It serves UPS students and faculty, the community, and, through a special loan program, institutions throughout the world.

Kittredge Art Gallery

Kittredge Gallery, which is operated through the Art Department of the University, annually presents a series of local, community and regional art shows, as well as exhibitions of UPS student and faculty work. The Hill Gallery contains the work of Abby Williams Hill, a noted painter of Northwest scenes from the 1880's to the 1930's.
ACADEMIC ADVISING
Director: Ronald V. Adkins

Academic Advising The advising system at the University of Puget Sound is designed to develop a close relationship between each student and a faculty member, to offer guidance in the student's choice of courses, and to assist students in planning for post-university life. The program fosters steady development of intelligent, responsible self-management by each student, enhanced by ongoing support from faculty.

Freshman advisors are chosen by freshmen during the spring and summer prior to the beginning of the freshman year. Transfer student advisors are assigned according to the academic interest of the student. Of course, all faculty members are willing to discuss matters of concern to any student, whether or not they serve as the student's formal advisor.

Freshman Advising Program The University of Puget Sound is particularly interested in meeting the unique needs of freshmen. Among these are difficulties encountered by students in making the transition from high school to college and of relating various academic studies to life and career goals.

We endeavor to ensure that each student's freshman year does not become a time when planning a course schedule becomes a juggling act. Faculty help to plan the incoming student's academic program on the basis of his or her background, ability, interests and goals, and the most worthwhile way for each to spend the freshman year.

Freshman Advising facilitates the advising/counseling relationship between student and faculty advisor. In a classroom setting advisees and advisors also come to know each other as students and teachers. The advising class may be a regular class meeting three or four times weekly, or a laboratory section of a larger science lecture class, or a discussion/advising group meeting separately from a lecture class.

Each freshman participates in the selection of his or her advisor. Beginning in May, students indicate their academic preferences to the advising director who then assigns students to the right advisors.

Students meet with their advisors during fall orientation to plan their fall class schedules (including the advising section). Students may work with their advisors through the sophomore year or until they declare their majors. The major must be declared by the end of the sophomore year.
The Freshman Advising Program provides counseling from the moment a student enters the University. It is designed not merely to offer guidance on course selection, but also to explore the nature and importance of a University education.

Upperclass Advising Program The upperclass advising program continues where the Freshman Advising Program leaves off. Upperclass students who have chosen an academic major should obtain an advisor in their major department. Those who have not chosen a major may continue with their freshman advisor. Students wishing to discuss a change of advisor are encouraged to do so with the office staff. During registration the only acceptable advisor's signature will be that of the student's advisor of record. The listing is maintained both by the Office of Academic Advising and by the Office of the Registrar.

Special Programs for Professional Careers Students planning to enter graduate or professional schools should consult with their faculty advisors regarding an appropriate course of study. Committees organized to offer specific information on professional schools advise students on admission requirements, expectations, and limitations of various professional schools. Those who wish further information about these committees should contact the Office of Academic Advising.

Graduate school choices should be researched through the resources available in the Collins Library and in the Office of Academic Advising. Additionally, consultation with faculty will provide candid advice on the quality of graduate programs and their suitability to a student's plans, interests, and abilities.

CAREER PLANNING AND PLACEMENT
Director: Maxine Baptiste

The Career Planning Program offers workshops, reference information and individual career counseling to assist students in developing realistic career plans. Career Planning advisors offer information on graduate programs and graduate school examinations, as well as workshops on job search strategies, resume writing and interviewing. The office also maintains a listing of available employment positions. Students wishing to develop and maintain placement files may do so. Individual help at any stage in a student's career plan is always available.

Cooperative Education (See "Special Academic Programs," p. 25)

Student Employment Students desiring part-time employment will find the Part-Time Employment Board helpful. Those wishing odd jobs may leave their names with the employer referral service.

Positions on campus and in the community are available for work-study students. Those students who have received an allocation of work-study funds as part of their financial aid award should consult the student employment coordinator to obtain work-study employment.

LEARNING SKILLS CENTER
Director: Dorothy Lee

The Learning Skills Center, located in Howarth 118, offers UPS students a wide range of programs in which they can acquire needed learning skills or enrich existing skills. Students can develop more effective reading, math, writing, vocabulary and study skills in individualized one-to-one sessions, in small groups, or in special mini-courses and workshops with professional Learning Skills Center staff. The center also provides individual self-help learning programs and a tutorial service in specialized content areas. Handouts, books, tapes, and equipment are available for student use. There is no charge for LSC services (except tutoring). For information, visit the center or call 756-3395.
ACCREDITATION

The University of Puget Sound is accredited by the Northwest Association of Schools and Colleges, an accreditation recognized by all other regional accrediting associations in the United States.

In the professional fields, the University is accredited by the American Medical Association, American Occupational Therapy Association, American Physical Therapy Association, National Council on Accreditation of Teacher Education, University Senate of the Methodist Church, National Association of Schools of Music, American Chemical Society, and Washington State Board of Education.

The UPS School of Law has full accreditation both from the American Bar Association and the Association of American Law Schools.

In addition, the University is a member of the National Association of Schools of Public Affairs and Administration, affiliated with the American Society for Public Administration, the American Assembly of Collegiate Schools of Business, the American Association of Colleges for Teacher Education and the Association of American Colleges.

ACADEMIC POLICIES

The University reserves the right to change the fees, rules and calendar regulating admission and registration, to change regulations concerning instruction in and graduation from the University and its various divisions, to withdraw courses; and to change any other regulation affecting the student body.

Changes go into effect whenever the proper authorities so determine and apply not only to prospective students, but also to those who, at that time, are matriculated at the University.

Information in this catalog 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 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.
Student's Responsibility  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 Academic Handbook, which is available in the Office of the Registrar.

A student may petition the Academic Standards Committee for the waiver of a university academic regulation when extraordinary conditions indicate such a waiver is in the student's best educational interest. The nine-unit residence and 36-unit graduation requirements are not petitionable. Petition forms may be obtained from the Secretary to the Registrar, Jones Hall, Room 7.

Academic Standing  The Academic Standards Committee will review the record of each student whose cumulative grade point average falls 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 will be academically dismissed from the University. When a student has been dismissed academically, he or she may petition the Academic Standards Committee to be considered for readmission.

Academic expulsion may occur in severe situations, usually involving academic dishonesty. Academic expulsion is permanent dismissal from the University.

Non-Discrimination Policy  The University of Puget Sound, finding prejudicial discrimination inconsistent with the spirit and purpose of free inquiry, does not discriminate in education or employment on the basis of sex, race, color, national origin, religion, age, marital status, disability or Vietnam-era veteran status. This policy is consistent with relevant federal statutes and regulations, including those pursuant to Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973. Questions regarding the application of this policy may be referred to the University's Affirmative Action Officer, (206) 756-3368, or to the Director of the Office of Civil Rights of the Department of Health, Education and Welfare.
REGISTRATION

Dates for registration for each session are listed in the University calendar in the back of this catalog. All registration is by appointment. Any questions concerning registration should be directed to the Office of the Registrar.

Change of Registration The student is held responsible for each course entered on his or her official registration card. Once registered, a student may change his/her class schedule only by reporting to the Office of the Registrar and executing an official Change of Registration. After the last published day to add or enter a course, courses may be dropped but none added.

Independent Study Students wishing to do independent study in academic areas not covered by existing courses in the curriculum may obtain an "Independent Study Policy" sheet 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 must submit it at the time of registration. All independent study courses carry the numbers 495 or 496 for undergraduates and 595 or 596 for graduate students. No more than four independent study courses may count toward the bachelor's degree and no more than two toward the master's degree.

Withdrawal from the University A student who finds it necessary to withdraw from the University should apply for formal withdrawal in the Office of the Registrar. If this procedure is not followed, an appropriate grade is 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 catalog.

Concurrent Enrollment A student may not be enrolled at the University of Puget Sound and any other institution of higher learning during the same term. Exceptions to this regulation are made by the Academic Standards Committee when appropriate.
DEFINITIONS

ACADEMIC LOAD

Full-Time  A full-time undergraduate student is one who is enrolled for three or four units of academic courses and who pays the full term rate of tuition. Full-time undergraduate students may enroll, without additional cost for up to one-half unit of activity credit. No future tuition credit is accumulated by not enrolling in an activity course. A full-time graduate student is one who is enrolled for at least three units of academic credit.

Part-Time  A part-time undergraduate or graduate student is one who is enrolled for fewer than three units. Part-time students are charged at the per unit rate of tuition.

Overload  An undergraduate student who wishes to carry more than four units of academic credit may do so with the permission of the student’s advisor. Students, especially freshmen, should be aware that academic performance frequently suffers when overloads are taken. Students registered for credit in excess of four units (4.5 units if one class is 1.5 units) are charged for each additional unit. Enrollment in an activity course in excess of one-half unit per term will be charged at the per unit rate.

CLASSIFICATION OF STUDENTS

Undergraduate  Students who are 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 nine units earned toward a degree.
Sophomore  A student with at least nine but fewer than 18 units earned toward a degree.
Junior  A student with at least 18 but fewer than 27 units earned toward a degree.
Senior  A student with at least 27 units earned toward a degree.

Graduate  A student with a baccalaureate degree, enrolled in graduate courses for the purpose of accumulating graduate credit.

Degree Candidate  A student who, after being admitted with graduate standing, applies to and is admitted by the UPS Graduate Studies Program into a definite degree program.

Non-Matriculant  A student who does not intend to be a candidate for a degree. A non-matriculant must complete a personal data sheet, which may be obtained from the Office of Admissions, prior to enrollment.

Special  A student who has applied for admission but has not satisfied entrance requirements for regular class standing and is, therefore, not a candidate for a degree.

EXPLANATION OF CREDIT

Courses offered under the 4-1-4 calendar at the University are computed in units of credit. One unit is equivalent to five quarter hours of 3-1/3 semester hours.

SYSTEM OF GRADING

Letter Grades

<table>
<thead>
<tr>
<th>Grade Explanation</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>
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<td>C</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>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
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<tr>
<td>P (Pass)</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>

Specifics  A further explanation of the grades noted above includes the following, but students should also check the Academic Handbook available in the Registrar's Office.

Audit (AU)  Enrollment in a course for no grade and no credit. Auditors must register in the Registrar’s Office within two days after the end of the regular add period. Audit registrations are permitted on a space-available basis, and require the permission of the instructor. One free audit is
Audit privileges are extended to retired alumni without cost. Registration is on a space available basis in those courses which may be audited by enrolled students without charge.

Withdrawal Without Record on the official transcript is permissible through the first four weeks of the fall and spring terms when a student completes official withdrawal procedures.

Withdrawal without record during the Winterim is permissible when a student completes official withdrawal procedures by the end of the first week of the Winterim.

Withdrawal Passing (W), with a grade of W, is granted from the fourth through the eighth week of the fall and spring terms and during the second week of the Winterim, when a student completes official withdrawal procedures.

After the eighth week of the fall and spring terms and after the second week of the Winterim, if a student completes official withdrawal procedures, a grade of W is granted if the instructor gives permission on the basis of an unusual circumstance beyond the student’s control, and if the student’s work has been of passing quality.

Withdrawal Failing (WF) is given when a student withdraws from a course after the eighth week of the fall and spring terms and after the second week of the Winterim, (1) without mitigating circumstances beyond the student’s control or (2) the student is failing, or (3) the student does not have the permission of the instructor. Completing official withdrawal procedures after the last day of class is not allowed.

The Registrar’s Office sets registration and withdrawal dates for courses not offered through the regular curriculum.

Pass/Fail (P/F) A student may take no more than four courses on a pass/fail basis to be counted toward the degree. No course taken pass/fail may count toward fulfillment of core requirements. Any mandatory pass/fail course (for example, Education 201) will count as one of the four allowed toward graduation. The choice to be graded pass/fail must be made when the student registers for a course and the grading option may not be changed after the last day to add a course published in the annual calendar. In a student’s major, the pass/fail option may be exercised only with the approval of the major department. A student planning to go to a graduate or professional school is advised not to use the pass/fail grading option.
Repeats  A student may repeat a course in which a higher grade is desired. Only the higher of the two grades earned will count toward the degree. It is the student’s responsibility to indicate on the Registration Form that a course is a repeat. All grades will be entered on the permanent record.

In Progress (IP)  IP grades may be used for specific courses; e.g., independent research, thesis, or intern programs, which are planned to extend over two or more terms. Credit hours with IP grades are not counted in total hours until a permanent grade is assigned.

Incomplete (I)  An incomplete grade indicates that, although the work accomplished in a course has been of passing quality, some portion of the course work remains unfinished because of illness or other unforeseen circumstances. Incomplete grades will be issued at the discretion of the instructor but extensions will be issued only with authorization of the Dean of the University. In order to obtain credit for the course, the student must complete the unfinished work by mid-term of the following full semester. It is the student’s responsibility to arrange to complete the course work and to request a recorded grade.

Grade Reports  Reports indicating the standing of each student are made to the Office of the Registrar at mid-term and at the end of each term. Grade reports are mailed automatically to all students at the end of each semester. Grade reports are sent to the student’s permanent mailing address supplied by the student at the time of registration. To assure delivery of grades, any changes in the permanent address should be reported to the Office of the Registrar.

GRADUATION

In order to be recommended for graduation from the University of Puget Sound, a student must:
1. Have completed a minimum of 36 units with no more than two units in the performing arts or activity areas
2. Have maintained a minimum grade point average of 2.0 for all work taken at the University of Puget Sound
3. Have maintained a minimum GPA of 2.0 for all course work (UPS and transfer credit)
4. Have met specific University core requirements and Departmental/School requirements
5. Have completed minor requirements, if applicable
6. Have completed or designated as “permanent” all outstanding incomplete or in-progress grades
7. Have filed an application for graduation (Diploma Card) with the Office of the Registrar no later than the beginning of the term in which the student plans to graduate.

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 will appear on the transcript.

Students who complete requirements for the second major after the awarding of the baccalaureate degree should inform the Registrar of the date of completion of requirements for the second major. The student must declare the intention to earn a second major by registering in additional course work within one year from the date of graduation. The major requirements current at the date of post-baccalaureate enrollment will apply.

Second Baccalaureate Degree  Students who wish to earn a second baccalaureate degree must complete a minimum of nine additional units in residence including all major requirements current as of the date of post-baccalaureate enrollment.

Graduation with Honors and Merit Citations  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 scholarly achievement. To qualify, a student must have at least 15 graded units in residence at the University of Puget Sound, no fewer than 30 total graded units, and a minimum cumulative grade point average of 3.70.
Honors in the Major are awarded to those baccalaureate degree candidates who have been recommended by their major department in recognition of outstanding achievement in the area of the major.

Citations of Honors Scholar, Coolidge Otis Chapman Honors Scholar and Upper Division Honors are awarded at graduation to provide recognition for work done through the University's Honors Program. Designation as Honors Scholar requires completion of at least six units of Honors credit. Three of these units must be at the freshman and sophomore levels, including at least one 100-level course. Coolidge Otis Chapman Honors Scholar, named in memory of a distinguished faculty scholar, is awarded for completion of the requirements for Honors Scholar, plus a bachelor's thesis. Upper Division Honors require completion of at least three units of Honors credit during the junior and senior years. This provision is intended primarily for transfer students.

REQUIREMENTS FOR DEGREES

Requirements for degrees are stated in terms of units of credit, which are based upon satisfactory completion of courses of instruction. One unit is equivalent to 5 quarter hours or to 3½ semester hours. Thirty-six units are required for graduation. Credits of students transferring from other institutions will be evaluated upon application to the University. For additional information on transfer credit, see the Admission with Advanced Standing section of this catalog. Each student is subject to requirements listed in the catalog at the time of his/her graduation or to requirements applicable at the time of his/her matriculation, provided that matriculation is no more than six years previous.

MAJOR REQUIREMENTS

Students who have decided to declare a major area of academic interest should formalize this declaration through the Office of the Registrar or the Office of Academic Advising. The appropriate forms for this declaration may be obtained in both offices.

A major consists of a minimum of eight units as outlined within each department/school or program. At least one major is required of all graduates. At least four units of the major must be completed in residence at UPS. A 2.0 minimum grade point average in major courses is required.

MINOR REQUIREMENTS

An academic minor consists of a minimum of five units within the minor area. At least three of these must be completed in residence at UPS. Specific requirements for the minor are established by the individual minor area. In the case of an interdisciplinary minor, the requirements must meet the same procedural criteria as the interdisciplinary major.

UNIVERSITY CORE REQUIREMENTS

1. Written Communication (one unit required) A course in the development and practice of written expository composition to be taken preferably during the first year.

2. Oral Communication (one unit required) A course in the development and practice of expressing ideas in various forms of public address, either in English or another language, to be taken preferably in the first year.

3. Quantification (one unit required) A course to develop understanding of quantitative inquiry, including statistics, computer science courses, or courses in mathematics, to be taken preferably in the first year.

4. Historical Perspective (one unit required) A course to develop understanding of the historical process and the relationship of the present to the past, to be taken during the first two years.

5. Humanistic Perspective (one unit required) A course to develop an understanding of knowledge as a subjective process and an awareness of the effect of such subjectivity upon various systems of thought, to be taken during the first two years.

6. Natural World (two units required) 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.

7. Society (two units required) Courses to develop an understanding of social, economic, or political systems through the use of analytical tools.

8. Fine Arts (one unit required) A course to develop an understanding of forms of artistic expression through the study of theoretical bases and experience.

9. Comparative Values (one unit required) A course to develop an understanding of the process of making value judgments and the traditions which condition such judgments. To be taken after completion of all other general University requirements. Prerequisite: senior standing or permission of instructor.

In addition to a course in Comparative Values, the student should take two general University core courses in the last two years.
### UNIVERSITY CORE REQUIREMENTS/BY DIVISION

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<tr>
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*Note: Revisions may alter this list.*

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Secondary note: Nuclear War, Ethics, Reality.
SPECIAL ACADEMIC PROGRAMS

Today's University of Puget Sound students pursue programs of study which reflect expanding interaction and communication among persons and disciplines within the University, as well as strengthened dialogue between the institution and various off-campus communities.

Highlighting the diversity of special study programs offered at the University are several key academic pursuits.

ARTS, LITERATURE AND RELIGION PROGRAM
Contact persons: Florence Sandler, English; Robert Albertson, Religion.

An ordered study of art, literature, and religion provides a key to understanding and enriches each of the three disciplines.

In the search for meaning in texts and graphic arts, for creative influences in these activities, and for unifying themes in them, a thorough grounding in the disciplined study of religion may serve a useful function. Further tools developed in the arts (form, literary, textual criticism; structural and thematic analysis) may inform the students of religion, of classical and contemporary sacred texts, of commentary, of architectural and sculptural works, of symbol systems.

The program in Arts, Literature and Religion (ALR) is not a major or minor, nor is it based on a formal interdisciplinary contract, but provides a structure for the examination and cultivation of discernment and commitment, subjectivity and objectivity, participation and observation — creative tensions found in artistic, literary, and religious activity. The program provides a vehicle for supporting and sustaining student and faculty interest in the study of the arts, of literature, and of religion in concert.

Further information on curricular and extracurricular offerings through the program is available from the cooperating departments or from Professors Florence Sandler and Robert Albertson. ALR courses include the following:

- Art
- Art 321, Ancient Art
- Art 322, Medieval Art
- English
- English 352, Shakespeare
- English 367, Literary Theme
- English 421, Colonial American Literature
- English 423, American Lit to WWI
- English 456, Age of Wilt
- English 470, Modern British Literature
- English 448, Medieval Literature
Foreign Language
French 390/590 International Avant-Garde Theatre
French/German/Spanish 450, 550, Medieval Literature
Spanish 430, Golden Age of Spanish Literature
German 480, Seminar in German Literature
Religion
Religion 251, Ancient Israel
Religion 252, New Testament
Religion 261, Christian Thought: Antiquity and Middle Ages
Religion 262, Christian Thought: Modern
Religion 271, Jewish Existence
Religion 451, Language of Faith

ASIAN STUDIES COLLOQUIUM
Director: Suzanne Barnett

The Asian Studies Colloquium seeks to promote interdisciplinary discussion among students and faculty on topics of common interest within the area of Asian Studies. It is designed to involve more of the general University community in the problems and possibilities connected with Asian thought and life. Colloquium presentations are open to the entire University community, but are especially appropriate for students enrolled in Asian Studies courses.

Meetings are on an irregular basis (monthly or bi-weekly) and the format includes both informal lectures and discussions. Specialists in various Asian fields, speakers from within and without the University community, and Asian Studies students will be featured as speakers. After approval by the advisor and the director of the Asian Studies Program, each Asian Studies major presents his/her research project during the colloquium series.

COOPERATIVE EDUCATION PROGRAM
Coordinator: Frank Hruza

The Cooperative Education Program enables students to explore career alternatives, enhance career qualifications, and optimize career choices prior to graduation. Qualified students in any major may participate in this unique experience, which enables students to alternate semesters of study with academically related work experience. The program is tailored for junior, senior and second year transfer students who seek work experience, monetary compensation, and a head start on their career objectives.

CO-OP participants receive academic credit for their off-campus work experiences, and they receive pay commensurate with their background and the particular CO-OP assignment. Compensation historically has ranged from $500-$900 per month in a full-time working situation. The program enjoys healthy support from employers in both the public and private sectors throughout the Puget Sound area.
Students may also identify their own CO-OP arrangements anywhere in the nation. More than 300 students have participated in Cooperative Education since its introduction in 1969.

Inquiries: Urban Affairs, University of Puget Sound, Tacoma, WA 98416.

FRESHMAN WRITING
Director: Tim Hansen

Freshman Writing is a contemporary program, developed in response to the needs of today's students for more careful instruction in the accurate and lucid use of English. To be able to write English in a clear and interesting manner is a skill which not only brings great personal satisfaction, but is also an invaluable aid to the student in his or her educational and working career.

Each freshman is enrolled in one Freshman Writing Seminar during the freshman year, in a class of 15 or fewer. Seminars are taught by members of the English Department and instructors from other departments who have a particular interest in the quality of their students’ writing. There is time for the instructor to give careful attention to individual academic strengths and weaknesses; there are also opportunities for one-to-one conferences between students and instructors.

The seminars are organized around well-defined themes in order to provide a focus for the reading and writing assignments. Interesting, discussion-provoking reading materials and assignments make these seminars a pleasant and lively part of the freshman student's program.

HONORS PROGRAM
Director: Robert Albertson

The Honors Program provides educational enrichment for the capable and motivated student, and is designed to foster study of classical sources of thought, to help the student gain the highest possible degree of competence in his/her major areas of study, and to nurture self-directed learners.

A student's commitment is essential to the success of the program. While honors students receive more personal attention, they also are asked to work harder.

Honors students will take four courses together for which they will receive seven units of Core Curriculum credit: Historical and Humanistic Perspectives with Oral and Written Communication Skills, and Nature and Society Subject Areas with Quantification Skills. Each student will enrich courses in her/his major or initiate Independent Study (three units) in preparation for writing an Honors Thesis.
student who satisfies these requirements will receive the citation. Coolidge Otis Chapman Honors Scholar, on graduation.

The University seeks to identify five percent of each entering class for the program, to introduce selected students to a faculty familiar with primary sources (“great books”) in four areas in which they will be used as texts, and to challenge honors students with creative learning experiences in depth as a way of leavening their own college education and the academic climate of the University as well.

HONORS LIVING-LEARNING PROGRAM
Directors: Terry Cooney, Robert Garratt

The Honors Living-Learning Program at UPS helps to extend the educational experience beyond the classroom walls by conducting and/or sponsoring academic, cultural, and social events. Students representing a number of academic disciplines live together in the same housing area in order that they may share ideas as well as coordinate and participate in activities together.

Academically, the program is characterized by seminars, lectures, and discussions on the great books of Western civilization. UPS professors from a range of disciplines lecture regularly and lead discussions on themes suggested by the readings. Students receive academic credit for participation in the program.

Members of the program arrange and participate in a variety of social and cultural events — films, debates, folk music concerts, and ethnic meals. They are also encouraged to attend theatre, ballet, opera, and symphony in the area.

INTERDISCIPLINARY STUDIES PROGRAM
Director: Wolfred Bauer

This is a special program intended to provide an additional opportunity for a broad, liberal education. A student may design a major program which is not contained within a single department or existing major. This major program is to be designed in consultation with faculty advisors of the student’s choosing and submitted for approval to the Interdisciplinary Studies Committee. This major may not be selected later than the first semester of the junior year.
General requirements for the Interdisciplinary Studies major:
1. Completion of a minimum of 12 units to be selected from two or more departments, 8 units of which must be taken at the 300 or 400 level (at least 2 of which must be in the same department).
2. A grade point average of at least 2.0 must be earned in the major. A course grade in the major below 2.0 may not be applied toward major requirements.
3. Completion of a senior thesis or project, addressing a significant problem in the major and integrating the various fields comprising the major. An oral examination on the thesis or project is also required, conducted by a faculty committee.

LANGUAGE HOUSE PROGRAM
Director: Michel Rocchi
Combining language and a living situation, the Language House Program offers students the chance to learn a foreign language or retain fluency in a language through personalized tutorial and residential experiences.

The emphasis of the program is on Romance and Germanic languages; however, Asian languages have in the past been a strong part of the program. Films, records, opera, plays, multi-lingual conversations, ethnic cooking and excursions are inherent parts of the program. Intensive courses in high interest languages are set up during Winterim as a regular feature of activities associated with the language program.

SCHOOL OF LAW
Acting Dean: Donald Cohen
The University of Puget Sound’s School of Law, established in 1972, was fully accredited by the American Bar Association and the American Association of Law Schools by 1975.

Moving to a location in downtown Tacoma in the fall of 1980, the new campus will form the nucleus of one of the largest functioning law centers in the United States. It will combine the resources of legal education with the programs and services of practicing attorneys and the courts. In addition to the 750-member student body, the Center will include a comprehensive law library, the Washington State Court of Appeals, and office space for lease by private attorneys.
The first of its kind on the West Coast, the new Law Center will integrate three important aspects of legal education: public service, practical experience, and comprehensive legal education. By working with the courts and with private attorneys, students of the University of Puget Sound School of Law will gain direct, practical experience and breadth of exposure. In addition, the location — within a few blocks of the County-City and Federal Court buildings, and within easy driving distance of the state capital — will provide still other opportunities for law students interested in local, state, or federal government.

For detailed information, see the School of Law Bulletin.

STUDY ABROAD PROGRAMS
Coordinator: Dorothy J. Rhodes

In recognition of the growing intercultural exchange required for a modern education, the University offers study programs in several international locations. In addition to its annual programs, the University has recently sponsored Winterim courses in England, France, Hong Kong, and Spain.

In a consortium with five other independent colleges and universities in the Northwest, the University offers a fall or spring term in London with an emphasis on humanities and the social sciences. Students live with British families and use the facilities of the University of London. Full credit is granted by the University for the successful completion of the program.

The University of Puget Sound also offers to students interested in international relations a year-long program at the Netherlands School of Business (NOIB), Breukelen. In this program the student usually spends the junior year studying the culture, commerce and economic systems of the European community. Language study is required while in residence.

From time to time the University sponsors programs in locales other than those mentioned above. In the 1981-82 academic year, a Pacific Rim/India program will be offered which includes study stops in Japan, Korea, China, Thailand, India, Nepal, Sri Lanka and travel through Turkey, Austria, and England. Courses are taught primarily in the humanities and social sciences.

A student wishing to study outside those areas covered by our offerings may do so and in many cases transfer the credit to the University.

Further information may be obtained from the Associate Dean's Office.
LAW
Contact Person: Keith Maxwell

Admission to all law schools is based upon ability to read, speak and write effectively. Applicants are expected to know something of American politics and business life and also to have some understanding of Anglo-American constitutional history. A broad knowledge of literature and philosophy also is desired.

Because law schools do not generally prescribe specific pre-law programs, the University of Puget Sound provides pre-law advisors who will help plan programs of study which will be most effective for individual purposes. More information may be obtained by writing to the Pre-Law Advisory Committee, the University of Puget Sound.

HEALTH SCIENCES

The Health Sciences Advisement Committee provides specialized career counseling, committee interviews, and letters of recommendation for those students who aspire to careers in the fields of medicine, dentistry, medical technology, optometry, pharmacy, veterinary medicine, and related fields. Note that those interested in occupational or physical therapy should consult directly with the School of Occupational Therapy and Physical Therapy. Students are invited to contact the chairman of Health Sciences Advising early in their University careers regardless of their regularly assigned academic advisors. The use of committee recommendations for applications to professional programs is highly recommended.

DENTISTRY

Although many dental schools require a formal minimum of three years of university studies, most students accepted have completed a bachelor's degree. Four years ensures greater depth in the basic sciences as well as a broader educational background. Since specific requirements of dental schools vary, the student will need to consult the publication Admission Requirements of U.S. and Canadian Dental Schools available for review through the chairman of the Health Sciences Advisement Committee. Students may select any major providing that they complete minimum requirements of the dental schools to which they apply.

The Dental Aptitude Test is required for admission by all leading dental schools. This test is normally given to students at the junior level. The University is a testing center for this test, given twice each year. Major criteria for gaining admission to dental school are strong academic performance, scores on the Dental Admission Test, and recommendations from university instructors.
MEDICAL TECHNOLOGY

The student seeking a career as a medical technologist should elect a bachelor’s degree with emphasis on the basic sciences. Most students elect majors in biology or chemistry, but other majors are possible providing that minimum requirements in biology, chemistry, and mathematics are covered as required by schools offering fifth year clinical training. The minimum requirements as published by the National Accrediting Agency for Clinical Laboratory Sciences are: A minimum of five units of chemistry to include organic chemistry; five units of biology, including microbiology and some course exposure to immunology; and at least one unit of college mathematics. Since specific courses may be recommended, the student should consult with the chairman of Health Sciences Advising.

The student is required to complete a twelve-month affiliation with an AMA-approved clinical laboratory. In the past, most UPS students have affiliated with Tacoma General and St. Joseph’s Hospitals in Tacoma; St. John’s Hospital in Longview; and others in the Northwest, but there are many accredited programs available throughout the country. Following successful completion of the clinical year, the student is eligible to take the examination conducted by the Board of Registry of Medical Technologists for certification as a medical technologist.

MEDICINE

Medical schools have varied admission requirements. Interested students should check these out with the chairman of Health Sciences Advising. The publication of the Association of American Medical Colleges, Medical School Admission Requirements, is the basic reference. To be most competitive, the student should plan on obtaining a bachelor’s degree even though some medical schools list three undergraduate years as a minimum requirement.

Choice of a major is up to the student, providing that the basic course requirements are met. A well-balanced program in the liberal arts and sciences is recommended. If the major is in the sciences, the student might well look at a minor outside of the sciences. As with dentistry, the minimum requirements in the sciences normally include two units of general biology, four units of chemistry through organic chemistry, mathematics (generally through calculus), and two to three units of physics. Where applicable, advanced levels of given science courses are recommended.

Admission to medical school is largely based on strong performance in mathematics and the basic sciences as well as overall academic breadth and strength. Since the Medical College Admission Test (MCAT) normally is taken at the end of the junior year, applicants need to cover all basic subject areas in the sciences by that time. Other important factors are knowledge and some direct experience with aspects of the profession. The Health Sciences Advisement Committee can point the student to volunteer services with local clinics, and a Health Sciences Preceptorship is available during the Winterim. Finally, strong recommendations by undergraduate instructors are important for application to medical school.

OPTOMETRY, PHARMACY, AND RELATED FIELDS

Requirements vary in these fields. Check with the chairman of the Health Sciences Advisement Committee for information on other health science careers.
RESERVE OFFICERS TRAINING CORPS/ AIR FORCE ROTC
Commanding Officer: Col. Dale L. Reynolds

The Reserve Officers Training Corps Program, administered by the Department of Aerospace Studies, was established at the University in 1951 to select and educate young college men and women as future officers of the United States Air Force.

The curriculum offered for this program is outlined in detail in the Aerospace Studies section of this catalog.

Selection for participation in the program is on a competitive basis. Applicants with four, three or two years of college remaining may apply. Application should be made as early in the school year as possible.

Students accepted into the Professional Officers Course receive subsistence pay of $100 per month while enrolled in this course. Students enrolled in the Field Training Course receive pay and allowances and are furnished housing and medical attention during their training period.

All Air Force ROTC students are furnished Air Force uniforms and necessary textbooks for Aerospace Studies courses.

Financial assistance, including full tuition, books, laboratory fees, and $100 per month subsistence, is available to qualified applicants. Candidates compete for financial assistance on a best-qualified basis.

A 25-hour flight instruction program is available to senior cadets in the Professional Officers Course who are qualified for Air Force pilot training.

Students who successfully complete the Air Force ROTC Program and receive an academic degree from the University will be commissioned as second lieutenants in the U.S. Air Force Reserve.

Additional information on the Air Force ROTC Program may be obtained by writing: Professor of Aerospace Studies, University of Puget Sound, Tacoma, WA 98416. Telephone: (206) 756-3264

THEOLOGY

Students planning to attend graduate schools of theology should confer with the religion faculty to ensure that they follow a course of study which meets undergraduate recommendations of the American Association of Theological Schools.

In general, a broad liberal arts background is required, and there is a growing tendency for graduate schools to require a concentration in religion, as well as reading knowledge of Greek or Hebrew.
OPTIONS

SUMMER SCHOOL
Director: Frank N. Peterson
Coordinator: Carrie Washburn

Courses in most academic disciplines are offered by the University each year during its Summer Session, which begins in mid-June and continues through the middle of August.

Highlights of the summer program include intensive, short-term workshops, special programs frequently not offered during the regular academic year, seminar courses, and normal curricular offerings.

The UPS Summer Session is open to graduate and undergraduate students, teachers, professionals seeking additional course work, and persons desiring to enroll in classes as non-matriculants.

A Summer Session Bulletin may be obtained by writing:
Director, Summer Session, University of Puget Sound, Tacoma, WA 98416.

For detailed information regarding admission to Summer Session classes, see the Admissions section of this catalog.

MILITARY CENTERS
Director: Michael E. Randall

Military personnel, their dependents, and civilians may enroll in classes offered by the University at Fort Lewis and McChord Air Force Base. Credits earned in these courses, usually instructed by UPS faculty, are considered resident credit.

Programs offered include a bachelor of arts in Business Administration, Public Administration and Accounting Science, a master of Business Administration, and a master of Public Administration. Electives from other University departments (religion, mathematics, English, science, etc.) are also offered.

A schedule of the classes, which are offered between 5 p.m. and 10 p.m. over eight or ten-week terms, and instructions for registration, may be obtained at the Education Office of each base or at the University. Civilians may enroll at the Office of the Registrar on the main campus or at the appropriate base.

For more information contact Building 132, McChord AFB (206/588-0465) or Building 4248, Fort Lewis (206/967-5360).

SEATTLE AND OLYMPIA CAMPUSES
Director: Michael E. Randall

The Seattle and Olympia Campuses were established to serve the educational needs of students who are employed full-time. Courses offered at the Seattle Campus lead to bachelor's and master's degrees both in Public Administration and Business Administration; at the Olympia Campus courses offered lead to masters' degrees in Public and Business Administration. The classes are taught by regular members of the UPS faculty and public and private sector administrators drawn from the community. Courses are held between 5:30 and 9:45 p.m. in convenient downtown locations: 110 Prefontaine Place South in Seattle, and 1065 South Capitol Way in Olympia. All credits earned at either campus are considered resident credit.

Degree-seeking students who enroll in Seattle or Olympia Campus courses must meet all UPS academic requirements and must have completed two or more years of college.

More detailed information may be obtained by contacting: University of Puget Sound/Seattle Campus, 110 Prefontaine Place South, Seattle, WA 98104, Telephone: (206) 682-0210, or University of Puget Sound/Olympia Campus, 1065 South Capitol Way, Olympia, WA 98501, Telephone: (206) 352-7966.

For detailed information regarding admission to either campus, see the Admissions section of this catalog.

CONTINUING EDUCATION
Director: Michael E. Randall

The Continuing Education program is designed primarily for the part-time adult student, whether interested in a career change, job development, personal growth, a degree, professional licensing, certification, or some other individual purpose. Students of all ages and from all segments of society are involved in the program.

The program provides a variety of credit and non-credit courses and activities both on and off campus and in the daytime and evening. Options include: courses from the University catalog, workshops, seminars, educational travel opportunities, telecourses, conferences, and short courses. In some cases, special programs are developed and negotiated by contract for particular groups of interested students.

Persons of acknowledged skill and expertise in their areas of instruction teach in the program, along with members of the UPS faculty.
COURSES/
AEROSPACE TO WOMEN STUDIES

Unless otherwise indicated, courses receive one unit of credit each.
ABOUT THE PROGRAM

The curriculum offered by this program consists of three courses: a General Military Course, a Professional Officers Course conducted on the UPS campus, and Field Training Courses conducted at selected Air Force Bases.

The General Military Course (GMC) consists of one hour of academic instruction and one hour of military training per week each term of the freshman and sophomore years. Students are eligible to enroll in this course in their freshman year. There is no military commitment for non-scholarship students in the GMC.

The Professional Officers Course (POC) consists of three hours of academic instruction and one hour of military training per week each term of the junior and senior years.

The Field Training Course is either four or six weeks in duration, depending upon whether the student is participating in the four- or two-year program. Satisfactory completion of this course is a prerequisite for entry into the Professional Officers Course for students who have not completed the General Military Course.

All Air Force ROTC students are furnished Air Force uniforms and necessary textbooks for Aerospace Studies courses.

Financial assistance, including full tuition, book reimbursement, laboratory fees, and $100 per month subsistence, is available to qualified applicants in the Air Force ROTC program.

A 25-hour flight instruction program is offered to senior cadets in the Professional Officers Course who are qualified for Air Force pilot training.

Students who successfully complete the Air Force ROTC program and receive an academic degree from the University will be commissioned as second lieutenants in the U.S. Air Force Reserve.

Additional information on the Air Force ROTC program may be obtained by writing the Professor of Aerospace Studies, University of Puget Sound, Tacoma, WA 98416, or by calling (206) 756-3264.

COURSE OFFERINGS

GENERAL MILITARY COURSES

101 Private Pilot Ground School  Basic aviation information needed to assist in passing the FAA Private Pilot written examination. Subjects to be covered include weather, navigation, flight computer, and Federal Aviation Regulations. Offered Winterm

110/115 The Developmental Growth of Airpower Credit ½ unit each. Development of airpower from the beginnings of flight into post-Vietnam era. A variety of events, elements in history of airpower stressed, especially where these provide significant examples of the impact of airpower on strategic thought.


PROFESSIONAL OFFICER COURSES

310/315 Concepts of Air Force Management Theory, application of leadership concepts to Air Force situations; military justice system, quantitative approach to decision-making.

350 Field Training Field training during the summer months at selected Air Force Bases for students chosen for the Air Force ROTC Professional Officer Course. Areas of study include academics, junior officer training, aircraft and aircrew orientation, career orientation, survival training, base functions and environment and physical training.

410/415 National Security Forces in Contemporary American Society Armed Forces as an integral element of society: broad range of American civil military relations, environmental context in which defense policy is formulated.

421 Flight Instruction Program Flight instruction in light, single-engine, land aircraft. Requires 8 hours solo and 17 hours dual instruction plus a final check-ride. Approval of instructor required.
ART

Professor: Bill D. Colby, Ronald M. Fields, Monto B. Morrison
Associate Professor: John McCuistion, Chair; Kenneth D. Stevens (on leave, fall 1980), Robert E. Vogel
Assistant Professor: Nora Nercessian (on leave, 1980-81)

ABOUT THE DEPARTMENT
All programs of the Department promote a knowledge and understanding of art as an enjoyable and enriching aspect of life.

Through historical studies and direct studio experience, the student can explore cultural values and forms of artistic expression as well as his/her own talents and creative potential.

The Visual Arts are vital to studies in the Humanities and they have importance to diverse professions, including business, drama, occupational therapy, urban and environmental planning. Good design concepts and visual sensitivity, as well as accompanying artistic manual skills, have much to offer in improving and sustaining man's condition.

The curriculum and major programs offer the student an opportunity, upon completion of undergraduate work, to pursue independent advanced studies and creative work or to continue college or university formal work with a graduate degree goal. This may be pursued in such areas as art history and criticism, museum work, art education, painting, drawing, printmaking, sculpture, ceramics, and in various fields of applied design.

A Master of Fine Arts is offered in ceramics. Graduate courses are available in the various art areas.

REQUIREMENTS FOR THE MAJOR

B.A. Degree

Completion of the 10 listed Art units is required: Art 101, 102, 109, 150, 265, 275, 276, 381, and at least 1 art elective.

Art grades for the major must be "C" or above.

A maximum of eight additional elective units is 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. Advisors: Professors Colby, McCuistion, Morrison, Stevens, Vogel.

B.A. Degree/Art History Major

Completion of the five listed Art units and five Art History electives is required: Art 101, 102, 275, 276, 277.

Electives: five units from 278, 321, 322, 323, 324, 325. Advisors: Professors Fields, Nercessian

REQUIREMENTS FOR THE MINOR

Art History

Completion of the five units listed is required: Art 101, 102, 275, 276, 277. A specialized six-unit Art History minor may also be determined in consultation with the Art Department Chairman.

Art History

Completion of the five units listed is required: Art 101, 102, 275, 276, 277. A specialized six-unit Art History minor may also be determined in consultation with the Art History Advisor.

COURSE OFFERINGS

*Material fees for courses marked with an asterisk will be collected by classroom instructor.

101 Studio Experiences 2-D* Introductory visual projects designed to emphasize the materials and processes for two-dimensional visual experience. Stress on design, drawing and painting. Available for non-art majors.

102 Studio Experiences 3-D* Introductory visual projects in three dimensions. A variety of techniques in ceramics and sculpture involving design and drawing. Available for non-art majors.

109 Drawing* Visual study of nature through drawing, discussion of basic conceptual theory and technique investigate use of various media pertaining to discipline of drawing.

147 Ceramics I* Fundamentals: hand construction, introduction to the potter's wheel, decorative methods, glaze application, principles of firing. Prerequisites for art major: Art 101, 102.

150 Painting I* Fundamentals: basic investigations in form and content, technical problems involved with preparation of supports, grounds, painting media, color. Prerequisites for art major Art 101, 102.

209 Figure Drawing Investigating aesthetic possibilities through drawing media of the human form. The human figure as a design format and the figure placed in an environment. Prerequisite: Art 109.

247 Ceramics II* Ceramic material and processes, advanced methods of construction, glaze theory, surface textural exploration. Prerequisite: Art 147.

250 Painting II* Theory and philosophy of painting, as well as technical aspects of the medium; conceptual aspects of painting. Prerequisite: Art 150.

265 Sculpture I* Exploring the broad and diverse range of expressive forms available in contemporary sculpture concepts and materials. Prerequisites for Art major: Art 101, 102.

275 Studies in Western Art I: Ancient Art to Renaissance Slide lecture survey examining the development of Western architecture, sculpture and painting from early Western and Near Eastern origins to the early 14th century. Particular attention is given to the cultural context in which these forms emerge and the significance of these works artistically and historically.

276 Studies in Western Art II: Renaissance to Modern Art Slide lecture survey examining the development of major aesthetic principles and art forms from the early Renaissance to the modern period with particular emphasis on individual artists and their historical and intellectual settings.

277 History of Modern Art Slide lecture survey examining the evolution of modern painting through the 19th and 20th centuries, focusing on major personalities and movements, with considerations of the technical, cultural and intellectual influences which contribute to the development of contemporary art expressions.

278 Survey of Oriental Art Perspectives on the sculpture and painting of India; ceramics and painting of China; painting, prints and ceramics of Japan. Slide lectures on interaction of historical and religious influences through the Fine Arts.
309 Advanced Drawing I* Advanced problems in use and expression with traditional and experimental form and content approaches. Prerequisite: Art 109.

321/521 Art and Architecture of Ancient Greece and Rome The study of art and architecture of Ancient Greece and Rome: Minoan, Mycenaean, Archaic through Hellenistic Greek and Roman art and architecture and their function in their respective societies. Prerequisite: Art 275 or permission of instructor.

322/522 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. Prerequisite: Art 275.

323/523 Renaissance Art Renaissance and pre-Renaissance art from 1350 to 1600 in Italy, Tuscan art, in particular. Florentine achievements; other Italian centers. Prerequisite: Art 276.

324/524 Baroque Art Painting, sculpture, architecture of Italy, France, the Lowlands; the Church Triumphant, the Establishment of Absolute Monarchy; Netherlandish perception of nature. Prerequisite: Art 276.

325/525 American Art Slide lecture study of European-American architecture, painting, sculpture, and domestic arts of the 17th, 18th and 19th centuries. Particular emphasis is given to late Georgian architectural practices and the indigenous painting movements of the 19th century.

331 20th Century British Art This course will concentrate on increasing the student's powers of perception when looking at art works, examining each work from the point of view of the time it was executed, the artist, the style, and the content. In addition to lectures, which will be illustrated with slides, students will visit the Tate and other private and public galleries in London to gain a perspective on 20th century British art. Taught as part of the London program.

347 Ceramics III Production methods of throwing, emphasizing massive forms, architectural ceramics, theory, practice in kiln firing, color control in glazes. Prerequisite: Art 247.

350 Painting III* Advanced painting. Prerequisite: Art 250.


357 Figure Painting I* Problems of light, color and space that involve the human figure and its environment. Studio situations working from observation of the model in varied environmental contexts. Prerequisite: Art 209.

365 Sculpture II* In-depth involvement in contemporary sculpture concepts and materials stressing individual exploration, self-reliance and growth. Prerequisite: Art 265.


382 Printmaking II* Problems in selected graphic processes, photo images for silk screen: etching and lithography. Prerequisite: Art 381.

447 Ceramics IV* Advanced ceramics. Prerequisite: Art 347.

450 Painting IV* Terminal senior painting major project. Prerequisite: Art 350.

455 Watercolor II* Concepts and forms adaptable to advanced projects in aqueous media. Prerequisite: Art 355.

457 Figure Painting II* Advanced study of problems explored previously. Greater knowledge of paint and figure will be necessary. Prerequisite: Art 357.

462 Secondary Art Methods* Principles and organization of art experiences in teaching for specific skills, techniques, and aesthetics.

465 Sculpture III* Terminal senior sculpture project. Prerequisite: Art 365.

481 Printmaking III* Conceptual expression, juxtaposed with techniques. Prerequisite: Art 382.

482 Printmaking IV* Terminal senior project in prints. Prerequisite: Art 481.

509 Advanced Drawing II* Graduate level only.

543/544 Ceramic Production Problems I, II* Techniques for functional pottery forms for skilled mass production involving clay, glazes and kilns. Advanced students only. Prerequisite: Art 447.

547 Ceramics V* Terminal senior ceramics major project. Prerequisite: Art 447.

550 Painting V Graduate level only

565 Sculpture IV Graduate level only.

581/582 Advanced Printmaking I, II* Investigation of a specific process integrated with form and content.

593 Research I, Ceramics Clay and Kilns* The nature of clay from formation to final product; study of clay bodies. History and technical development of kilns from earliest times to modern industrial advances in design and materials.


595 Research III, Ceramics Aesthetics* Design problems related to values and guiding precepts. Historical and contemporary views of design and decoration in ceramics.

687 Graduate Exhibit Production Credit arranged. MFA candidates only.

697 Thesis Credit arranged.
ASIAN STUDIES PROGRAM

Director: Suzanne Barnett, History
Committee: Robert Albertson, Religion; David Balaam, Politics and Government; Bill Colby, Art; Ernest Combs, Economics, Manual English, Business and Public Administration; Richard Hodges, Education; John Knutsen, Business and Public Administration, Del Langbauer, Religion; John Magee, Philosophy, Margaret Nowak. Comparative Sociology.

ABOUT THE PROGRAM
The Asian Studies Program provides opportunities for interdisciplinary cross-cultural study involving China, Japan and India. Asian Studies is neither an established academic discipline nor a department, but an organizing principle and interdepartmental curriculum. In most cases Asian Studies courses are presented as offerings in established University departments. The Asian Studies Program integrates these courses on Asia into a coherent pattern of study related to the individual student needs and interests. The preparation of a senior research project by each Asian Studies major and its presentation at one of the Asian Studies Colloquia is especially important in achieving an integrated program appropriate for each student. Students may begin with an introductory course at the 100 level, a survey course at the 200 level, or with an advanced or more specialized course.

The specific objectives of the program are to provide coordinated opportunities for the study of Chinese, Japanese and Indian traditions and their modern transformations. The faculty attempts to equip students with skills useful in dealing with Asia as a part of their own history. Balancing this concern is the goal of introducing students to Asia as intrinsically interesting and significant in itself. Students will be expected to learn how to evaluate for themselves Asian subject matter from the viewpoints suggested by the methods of study associated with the different disciplines involved. The program emphasizes a sympathetic understanding of Asian life and thought. This process should, finally, facilitate the development of new perspectives on our own culture as well as the major Asian traditions.

Inquiries about Asian Studies courses or the Asian Studies Program may be directed to the Director of the Program. All students wishing to pursue a major or a minor in Asian Studies must coordinate their programs with the Director and should make arrangements to have advisors in the program.

Students must receive grades of C- or above in all courses applied to the major or minor.

REQUIREMENTS FOR THE MAJOR
A major in Asian Studies consists of 10 units: 1) eight units of approved courses (see listing below), at least four of which must be at the 300/400 level 2) two units, research project-colloquium: one unit of independent study in a relevant discipline normally taken in the fall or spring of the senior year, with an additional unit of related independent study in the Winterim.

The additional unit may be waived if a student wishes to coordinate the colloquium project and an approved research course taken previously among the eight course units. In such a case, the total units required for the major would be nine.

A student may count a maximum of two units of Japanese, Chinese or Hindi toward the major in Asian Studies.

REQUIREMENTS FOR THE MINOR
A minor in Asian Studies consists of five units of approved courses, which should include at least two courses at the 300/400 level and must include at least one course (or equivalent) in each of the following three groups:
1) Politics & Government 323 or Art 278, 2) History 245 or 247, 3) Religion 371 or 372.

A student may not count more than one course from his/her major toward the minor in Asian Studies. A student may count a maximum of one unit of Japanese, Chinese or Hindi toward the minor in Asian Studies. Students minoring in Asian Studies also will be expected to attend events in the Asian Studies Colloquium series.

I. LOWER-LEVEL COURSES: APPROACHES TO ASIAN STUDIES INTERDISCIPLINARY:
144 Asian Societies Past and Present: Introduction to China, India, and Japan in the 20th century. Appreciation for the distinctive features of these Asian societies both before and after World War II, with special reference to problems of socio-political organization, economic change, and the tenacity of tradition. Meets an Historical Perspective core requirement.

150 The Civilization of India: This course is an interdisciplinary introduction to the civilization of India. The general focus is the theme of continuity and change in Indian culture history. This theme will be pursued by noting the manner in which Indian values, attitudes, and social structures from the ancient period have affected medieval and modern social and political developments. After a brief presentation of Indian history from the period of the Muslim invasions to independence, discussion will turn to contemporary problems of development. These will be analyzed to determine how they have been influenced by traditional Indian values and thought forms, and in what ways they are products of India's unique medieval and modern history. Meets an Historical Perspective core requirement.

INTRODUCTORY SURVEY OR THEMATIC TREATMENT:
Art 278 Survey of Oriental Art
Economics 110E Principles of Economics: Macro — An East Asian Approach
History 145 The West in China and Japan
History 245 Chinese Civilization
History 247 The Forging of the Japanese Tradition
Religion 230 Popular and Philosophical Taoism
Religion 235 Shinto and the Buddhist Tradition in Japan
**II. UPPER-LEVEL COURSES: ENCOUNTER WITH ASIA**

**ANALYTICAL SURVEYS:**

History 346  China Since 1800: Reform and Revolution

History 348  Japan’s Modern Century, 1868-1970

Philosophy 463  Philosophical Systems of India and China

Politics & Government 323  Asian Political Systems

Religion 371  Hinduism

Religion 372  The Buddhist Tradition in India, China, and Japan

**TOPICAL FOCUS:**

History 345  “Misunderstanding China”: Values, American Perceptions, and the Chinese Revolution

History 391  Research Seminar in Historical Method (East Asia)

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**BIOLOGY**

**Professor:** Gordon D. Alcorn, Emeritus; Edward Herbert, Ernest Karlstrom (on leave, spring 1981)

**Associate Professor:** Michael Gardiner, Chair (on leave, fall 1980); Eric Lindgren, Beverly Pierson, Eileen Solie

**Assistant Professor:** Jeffrey Morse, Pamela Yorks

**Research Professor:** Murray Johnson

**ABOUT THE DEPARTMENT**

The Department of Biology offers an undergraduate program which reflects the breadth of modern biology, from molecules and cells through organisms, populations and ecosystems. It is the intent of the department to heighten student awareness of biology as a scientific discipline with historical perspective, and to convey the nature of scientific methodology.

For many students the Biology major is preparation for graduate school or professional careers in the health sciences and secondary teaching.

As a part of the Thompson Science complex, the Biology Department maintains close contact between faculty and students through a well-equipped laboratory program. A unique program for the undergraduate is course work in the techniques of electron microscopy and application to biological problems. For marine studies, the department operates facilities for marine research. The James R. Slater Museum of Natural History serves not only the students and the staff of Biology but also the entire Northwest region.

**REQUIREMENTS FOR THE MAJOR**

**Bachelor of Science**

Completion of a minimum of 10 units of Biology plus supporting courses to include: 1) Biology core courses: 201, 202, 203, 204; 2) six units of Advanced Biology; 3) three units of college Mathematics: 121, 122 or equivalent, and Math 271 or Computer Science 161; 4) four units of Chemistry: General Chemistry 120/121 or 125/126 and Organic Chemistry 250/251.

**Bachelor of Arts**

Completion of a minimum of eight units of Biology plus supporting courses to include: 1) Biology core courses 201, 202, 203, 204; 2) four units of advanced Biology; 3) two units of college Mathematics: 111, 121, 122, 258, 271, or Computer Science 161; 4) two units of college Chemistry; 5) completion of a minor in a non-science area

**REQUIREMENTS FOR THE MINOR**

Completion of five units of Biology (three units of Biology core course work and two units of any advanced course work) is required for a minor in Biology.

**Please Note:**

1. Degree requirements as specified above must be completed with a grade average of 2.0 or better

2. The following courses do not satisfy major requirements 265, 498.

3. All Biology majors are encouraged to participate in the undergraduate research program within the department. Students interested in graduate or professional school are particularly urged to participate in this program as well as the completion of one year of physics and one year of a foreign language. Participation in the undergraduate research program means completion of one or two units of Directed Research (494) and Senior Thesis (497). These units may count as two of the advanced electives required for the major.

4. Students selecting a Biology major for secondary level teaching must complete the BS or BA requirements and the required courses in the School of Education.

5. All Winterim courses to be applied toward the major must be approved by the department.

6. All courses required for the major or minor, with the exception of Biology 493, 494 and 497, 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.

7. Students wishing to graduate with departmental honors must maintain a GPA in accordance with University regulations for such distinction and must complete two units of Directed Research/Senior Thesis as part of their advanced electives in the major.
COURSE OFFERINGS

101 General Biology  Fundamental relationships of plants, animals, general biological problems related to human culture, progress. Meets a Natural World core requirement.

102 Plants and Man  Basic characteristics of the structure and function of plants as organisms with emphasis on those plants that are of economic importance to man. Major topics include: plant growth and anatomy, plant nutrition, agricultural practices, reproduction and propagation of agricultural species, and plant materials for human nutrition, medicine and fiber. Meets a Natural World core requirement.

104 Human Heredity and Society  A course in modern genetics emphasizing the impact of new knowledge of biological mechanisms on the human and its population. Topics include human inheritance, probability, sex determination, genetic recombination, and mutations. A laboratory experience is a part of the course. Meets a Natural World core requirement.

201 Organismic Biology  For science majors. Basic principles of the structure and function of the major plant and animal groups; emphasis on the organism and life processes.

202 Ecology and Evolution  For science majors. A lecture-demonstration course stressing the evolutionary patterns of plants and animals, population dynamics, and analysis of ecosystems.

203 Cell Biology  For science majors. A lecture-laboratory course describing the structure and metabolism of cells and their activities. Prerequisite: Biology 201/202. Chemistry 250 recommended, can be taken concurrently.

204 General Genetics  Basic concepts of Mendelian, molecular, and population genetics will be studied. Topics include control processes, biochemical genetics, Mendelian and non-Mendelian inheritance, and current research on the molecular biology of the gene. Tutorial sessions are held to supplement lecture and as a problem solving session. Prerequisites: Biology 203, Chemistry 250/251 recommended.

221/222 Human Anatomy and Physiology  Basic systems, structure of the human body in relation to its normal functions. Prerequisite: Biology 101 or equivalent; Chemistry 120, 121 are recommended.

265 Reel and Shore Biology of Hawaii  Offered each year during Winterim on the Island of Maui. Emphasis on the ecology of marine plants and animals through field projects, lectures, and laboratory. Strong proficiency in swimming required; prior SCUBA certification a distinct advantage. Preference given to junior and senior majors in biology. Application and interviews required by October 15.

332 Plant Physiology  Functional processes of the higher plants at the molecular, cellular and organismic levels. Prerequisites: Biology 201, 203, and Chemistry 250.

334 Animal Physiology  Experimental approach to the basic principles of animal function; laboratory emphasis on surgical and pharmacological techniques. Prerequisites: Biology 201, 202, 203, 204.

341 Mycology  A survey of major groups of fungi with emphasis on phylogeny, life cycles and identification. Experimental techniques include the isolation, culturing and host-parasite interrelationships. Prerequisite: Biology 201.

350 Microbiology  The biology of the major groups of prokaryotes and viruses. Laboratory to cover basic microbiological techniques and experimenta design. Prerequisites: Chemistry 250 and Biology 203.

353 Mammalogy  Review of the origins of life, molecular biology, evolution and zoogeography as they relate to mammals worldwide. Comparative anatomy and physiology, ethology, ecology and taxonomy of Northwest mammals are studied in the field and laboratory. The subjects of zoonotic diseases, conservation, environmental concerns, esthetics and ethics are each related to man and the future. Some independent field work, review of literature, and a term paper. Offered alternate years.

354 Ornithology  Field and museum study of the life cycles and unique characteristics of birds.

356 Invertebrate Zoology  Survey of invertebrate groups with emphasis on phylogeny, systematics, morphology, life history and ecology of marine forms. Prerequisites: Biology 201, 202.

360 Vascular Plant Systematics  Basic principles of classification and phylogeny of vascular plants. Laboratory and field work illustrating principles and methods of systematic botany, including plant identification and family recognition. Prerequisites: Biology 102, 201 or 202.

375 Developmental Biology  Contemporary theories on differentiation and patterns of development with emphasis on animals. The laboratory deals primarily with the frog, chick and pig with some experiments with living materials. Prerequisites: Biology 201, 202, 203, 204.

378 Comparative Anatomy  Survey of chordate animals, emphasis on functional morphology, evolutionary relationships, laboratory dissections stressed. Prerequisites: Biology 201, 202.

404 Molecular Biology of the Gene  Credit, 1 1/4 units. Study of the structure, organization and function of genetic material at the molecular level. Course includes laboratory emphasizing experimental problems related to the genetic materials of prokaryotes and bacteriophages. Prerequisites: Biology 203, 204; Chemistry 250/251.

450 Microbial Physiology and Ecology  Interactions of microorganisms and the environment. Independent and group-oriented laboratory, field and library projects. Prerequisite: Biology 350.

452 Cytology and Histology  Basic study of the cellular ultrastructure and organization using light and electron microscopy. Laboratory programs emphasized. Techniques of specimen preparation and interpretation of results. Prerequisite: Biology core.

453 Electron Microscopy  Introduction to laboratory techniques and instrumentation used in ultrastructure examination. Research problem development in areas of student interest. Prerequisite: Biology core.

456 Marine Ecology  A study of inter specifics, intraspecific and community relationships demonstrated by marine organisms. Laboratory emphasis on field work in Puget Sound and data analysis using the computer. Prerequisites: Biology 201, 202.
460 Plant Ecology  Interrelationships between the individual plant and its environment, plant population dynamics, the structure, development, and function of plant communities. Laboratory and field work illustrating principles and methods of plant ecology, with emphasis on vegetation analysis. Prerequisites: Biology 201 202.

478 Vertebrate Zoology  Studies of major vertebrate groups from fishes through mammals emphasizing adaptive mechanisms and the relation of the animals to their native habitats through field studies. Prerequisites: Biology 201 202; Biology 378 is recommended.

493 Seminar  Credit ½ unit.

494 Directed Research  Credit, variable. Research under the supervision of a faculty member on a topic agreed upon and described in a proposal to the department may be undertaken. Details and application forms can be obtained from faculty research advisor.

497 Senior Thesis  Credit, variable. Research and preparation of a senior thesis under the supervision of a faculty member. A written thesis and public seminar is required. This course is required for departmental honors at graduation.

697 Master's Thesis  Preparation for the Master's thesis with seminar presentation.

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**BUSINESS AND PUBLIC ADMINISTRATION**

Professor: John Knutsen (on leave, 1980-81), Roy Polley; Robert Shively. Director: Robert Waldo

Associate Professor: William Baarsma, Mitchell Bloom, Manuel English, Keith Maxwell, M. Harvey Segall, Steven Thrasher, Denis Umstot

**ABOUT THE SCHOOL/BUSINESS ADMINISTRATION**

This curriculum has been revised recently, but has not yet received final approval. Some changes may be made prior to approval. Please contact the School of Business and Public Administration for information on the new curriculum.

In the Business Administration field, the School offers a Bachelor of Arts degree with a major in Business Administration, a professional Bachelor of Accounting Science degree with a major in accounting, and a Master of Business Administration. All programs lead to an understanding of business, public, and economic institutions in the private enterprise system.

The School's curriculum is based on maintaining a balance between general knowledge necessary for lifetime growth and specialized knowledge in specific areas of Business Administration. The Cooperative Education Program supplements the curriculum by enabling students to apply concepts and theories presented in courses to practical on-the-job experience.

Students are encouraged to take at least half their courses outside the School to broaden their education. Offerings in economics, mathematics and social sciences are particularly appropriate, but a background in the humanities, particularly English and foreign languages, further expands a student's mind. Languages are especially helpful in the international field. Our exchange program with Holland offers the students the opportunity to learn in a foreign environment and brings foreign students to our campus.

Evening programs, for students who have at least two years of college and wish to pursue a degree after work, are offered at our satellite campuses in Seattle, in Olympia, at Ft. Lewis, and at McChord AFB. For information on these programs see the "Options" section of this catalog.

The Bachelor of Accounting Science and the B.A. degree with a major in Business Administration (marketing and accounting concentrations only) are also offered in the evening on the main campus.

For information about the Master's Degree program in Business, see the Graduate Studies Bulletin.

**REQUIREMENTS FOR A MAJOR IN BUSINESS ADMINISTRATION**

Fifteen units: 10 units in the core; four units in the area; one unit elective in BPA.

Intermediate level algebra ability is required. This level will be demonstrated by a suitable test. Math 101, Intermediate Algebra, with a passing grade is acceptable demonstration of this ability.

Classes in satisfaction of either the business major or minor may not be taken on a pass/fail basis.

**CORE REQUIREMENTS**

The following core courses are required of all majors in Business Administration and are generally taken prior to the area courses:

- Econ 101
- Econ 110
- BPA 110
- BPA 220
- Math 271
- CSci 155

or

- CSci 161
- Introduction to Computer Science

- Principles of Economics: Micro
- Principles of Economics: Macro
- Principles of Financial Accounting
- Principles of Managerial Accounting
- Elements of Applied Statistics
- Introduction to Computer Science for Liberal Arts
A sequence including both Math 257, Finite Mathematics, and Math 272, Applied Statistics, may be substituted for Math 271. Students choosing the systems analysis area are encouraged to take this alternate sequence.

AREA REQUIREMENTS
Business Administration core courses may not apply toward requirements for areas of concentration in Business Administration.

Four courses required in one of the following areas of emphasis:

Accounting:
- BPA 311 Intermediate Financial Accounting I
- BPA 312 Intermediate Financial Accounting II
- BPA 411 Managerial Cost Accounting I
- BPA 412 Managerial Cost Accounting II
- BPA 415 Introduction to Tax Accounting
- BPA 419 Auditing
- BPA 511 Advanced Financial Accounting
- BPA 515 Taxation of Business Organizations
- BPA 516 Accounting Theory
- BPA 518 Fund (Governmental) Accounting
- BPA 519 CPA Review

* Required

Finance:
- BPA 432 Investment Analysis
- BPA 433 Security Analysis
- BPA 434 Introduction to Financial Institutions
- BPA 435 International Finance
- BPA 439 Problems in Finance

Or, no more than two units from the following:
- BPA 360 Introduction to Quantitative Methods
- BPA 366 Systems Analysis
- BPA 411/412 Managerial Cost Accounting I & II
- Econ 331 Economics of Money and Banking

*Required

International Business:
- Econ 371 International Economics
- BPA 378 Business, Trade, and Investment in Southeast Asia

Accounting:
- BPA 343 Intermediate Financial Accounting
- BPA 345 International Finance
- BPA 472 Comparative Business Systems
- BPA 476 Business and Economic Relationships with Developing Countries
- BPA 573 International Marketing

Management:
- BPA 451 Organizational Behavior
- BPA 454 Business Strategy and Policy
- BPA 458 Labor and Management Relations
- BPA 466 Financial Management
- BPA 468 Management Information Systems
- BPA 541 New Product Planning and Development
- BPA 542 Marketing Research and Analysis

Marketing:
- BPA 341 Advertising
- BPA 373 International Marketing
- BPA 443 Consumer Behavior and Research
- BPA 446 Special Topics in Marketing
- BPA 447 Industrial Marketing
- BPA 448 Sales and Management
- BPA 449 Marketing Management

ELECTIVES
An elective may be chosen from any area in BPA or any of these suggested courses. Please check prerequisites on all courses. One unit required:

- BPA 304 Personal and Family Finance
- BPA 307 Professional Ethics for a Technological Era
- BPA 408 Small Business Institute
- BPA 425 Commercial Law
- BPA 426 Interpersonal Communication
- BPA 200 Discussion & Conference Leadership
- CTA 303 Presentational Communication
- CTA 304 Argumentation & Debate
- CTA 340 Group Process
- CTA 460 Organizational Communication
- Econ 221 Economic History of the United States
- Econ 222 Recent Economic History of the U.S.
- Econ 301 Intermediate Microeconomic Theory
- Econ 310 Intermediate Macroeconomic Theory
- Econ 341 Urban Economics
- Econ 351 Environmental Economics
- Econ 352 The Economics of Public Finance
- Math 257 Finite Mathematics
- Math 258 Calculus for Business

Plus one of these elective courses:
- BPA 361 Analysis of Decisions Under Uncertainty
- BPA 366 Systems Analysis
- BPA 412 Managerial Cost Accounting II
- BPA 454 Business Strategy and Policy
- BPA 459 Operations Management

Computer Science Minor: (five courses)
- CSci 161 Introduction to Computer Science (to be taken instead of CSci 155, BPA core course)
- CSci 261 Business Data Processing
- CSci 262 Computer Science II
- Math 271 Elements of Applied Statistics (BPA core course or Math 257 and Math 272)
- CSci 381 Assembly Language and Machine Organization
REQUIREMENTS FOR A MINOR IN BUSINESS ADMINISTRATION

A minor in Business Administration consists of 6 core courses.

- BPA 110 Principles of Financial Accounting
- BPA 210 Principles of Managerial Accounting
- BPA 325 Law, Business and Society
- BPA 330 Principles of Financial Management
- BPA 340 Principles of Marketing
- BPA 350 Principles of Management

REQUIREMENTS FOR A BACHELOR OF ACCOUNTING SCIENCE DEGREE

1. A minimum of nine units is required in residence to obtain the BAS degree and the student must already hold a baccalaureate degree. The Bachelor of Accounting Science is not a substitute for the first BA degree but is a professional degree to be awarded after the attainment of the first undergraduate degree.

2. Prerequisite coursework: Students with a baccalaureate degree in Business Administration will have met most, if not all, prerequisites. Students with degrees in other fields must complete the following courses or their equivalents prior to acceptance to candidacy for the BAS degree.

3. Candidates will complete the following courses in the Accounting area:

- BPA 311 Intermediate Financial Accounting I and II
- BPA 411 Managerial Cost Accounting I and II
- BPA 419 Auditing
- BPA 516 Accounting Theory

Students who hold the professional certificate of CPA, CMA, or CIA will be assumed to have completed the accounting core requirements. Other professional certificates will be evaluated on an individual basis.

4. Candidates will complete a minimum of three additional courses beyond the six in the accounting core. These courses will be selected by the student with the approval of his advisor, to complement his career goals. The nature of the courses selected will depend upon the student’s area of interest — public accounting, managerial or financial accounting, non-profit accounting or taxation. Students who have already completed the accounting core through prior course work or professional certification will complete an approved program of nine units selected jointly with their advisor from any courses in the Business or Public Administration curriculum or appropriate courses from other departments such as Economics, Mathematics, or Computer Science.

ABOUT THE SCHOOL/ PUBLIC ADMINISTRATION

The School of Business and Public Administration offers the degrees of Bachelor of Arts with a major in Public Administration, and Master of Public Administration.

The Bachelor of Arts degree is interdisciplinary, involving several areas of study — Economics, Politics and Government, Comparative Sociology, Urban Affairs, Business and Public Administration. The combination leads to an understanding of the basic administration processes as they apply to government. Since administrative principles are common to all people when they work together, the required courses are designed to give a basic knowledge of administration and, although the emphasis is in the public field, the learning thus obtained is applicable in related areas of endeavor.

Evening programs, for students who have at least two years of college and wish to pursue a degree after work, are offered at our satellite campuses in Seattle, in Olympia, at Ft. Lewis, and on the main UPS campus.

REQUIREMENTS FOR A MAJOR IN PUBLIC ADMINISTRATION

CORE REQUIREMENTS

The following core courses are required for all majors in Public Administration:

- BPA 360 Introduction to Quantitative Methods*
- BPA 380 Management in the Public Sector
- BPA 381 Governmental Budgeting
- Econ 101 Principles of Economics: Micro
- Econ 110 Principles of Economics: Macro
- PG 110 U.S. Government and Politics
- PG 210 Law and Society
- PG 314 Public Administration and Public Policy

* Math 271 is a prerequisite for BPA 360, or Psych 251, Experimental Psychology and Applied Statistics, with permission of the instructor, or C 201. Theory and Methods of Research Design, with permission of the instructor.
ELECTIVES
At least three courses from one of the following areas:

Public Policy Process:
Local/State/Urban
PG 316 State and Urban Politics
UA 107 Urban Semester: Experiencing the Community
UA 109 Introduction to Urban Problems
CSci 351 Urban Communities
BPA 383 Administration of Intergovernmental Programs
BPA 384 Administration of Community-Based Programs
BPA 385 Labor and Management Relations

National
PG 312 The Legislative Process
PG 410 The U.S. Presidency
PG 415 Public Policy Processes and Analysis

International
PG 130 International Politics
PG 330 Advanced International Politics
PG 331 American Foreign Policy
PG 332 International Organization
BPA 474 Comparative Business Environmental Systems

Public Management:
General
BPA 350 Principles of Management
BPA 459 Operations Management
BPA 460 Forecasting and Planning

Personnel
BPA 352 Personnel Administration
BPA 358 Labor and Management Relations
BPA 451 Organizational Behavior

Systems Analysis
CSci 155 Introduction to Computer Science for Liberal Arts
BPA 367 Management Information Systems

Financial/Accounting:
Financial
BPA 110 Principles of Financial Accounting
BPA 210 Principles of Managerial Accounting
BPA 330 Financial Management
BPA 518 Fund (Governmental) Accounting

Accounting
BPA 110 Principles of Financial Accounting
BPA 210 Principles of Managerial Accounting
BPA 311 Intermediate Financial Accounting I
BPA 312 Intermediate Financial Accounting II
BPA 419 Auditing
BPA 518 Fund (Governmental) Accounting

Social Problems:
Criminology
CSci 102 The Individual in Society
CSci 204 Social Stratification
CSci 206 Deviance and Social Control
CSci 214 Criminology
CSci 215 Race and Minority Relations
CSci 351 Urban Communities

Health Care and Environmental Resources
areas under development

INTERNSHIP/SEMINAR
One unit, preferably taken the last term.
BPA 493/494 Seminar examining issues and priorities in state and local governments, or Internship in the public sector taken in the senior year.

Undergraduate students should have an opportunity to observe and participate in the practical aspects of everyday administrative activities. While essential to all inexperienced students, the requirements for such experiential learning will be flexible so that the educational needs of different students may be met. Each field experience will include several common elements: exposure to the administrative environment and value system; observation of decision-making processes at appropriate levels; opportunities for discussing questions with responsible administrators about the relevance of academic learning to organizational demands; participation in some problem-solving task which draws upon the student's knowledge and skills, and which is clearly of benefit to the agency.

Internship placements, follow-up and agency coordination will be handled through the University's Internship Coordinator.

REQUIREMENTS FOR A MINOR IN
PUBLIC ADMINISTRATION
A minor in Public Administration consists of six courses:

Econ 110 Principles of Economics: Macro
PG 110 U.S. Government & Politics
PG 210 Law & Society
PG 314 Public Administration and Public Policy
BPA 380 Management in the Public Sector
BPA 381 Governmental Budgeting

COURSE OFFERINGS

110 Principles of Financial Accounting
Introduction to the underlying principles and concepts of financial accounting. Includes the accounting cycle, the primary financial statements and their interpretation, applications of accounting principles to assets, liabilities and forms of business organization.

210 Principles of Managerial Accounting
The principles of managerial accounting as required by executives. Emphasizes decision-making techniques and the use of accounting information for planning and controlling the enterprise. Includes an introduction to manufacturing accounting. Designed for students who do not plan to become accounting majors. Course will complete the managerial cost accounting sequence.

304 Personal and Family Finance
Role of personal finance in the life of the individual, the family, handling of income, insurance, investments, budgeting, credit, taxation.

307 Professional Ethics for a Technological Era
Skills of ethical decision-making in professional life, including personal values of the professional as well as global issues impacting on the profession. Students registering for this course are urged, though not required, to enroll in Winterim BPA 318/Ref 318, "Values, Conflict, and Compromise". Satisfies Comparative Values core requirement.
311 Intermediate Financial Accounting I A review of the accounting cycle with emphasis on the preparation and use of worksheets, an in-depth study of the principles and postulates of financial accounting underlying the balance sheet, income statement and statement of changes in financial position and the treatment of individual items contained in the statements including working capital, plant and equipment, liabilities and income determination.

312 Intermediate Financial Accounting II Continuation and completion of 311.

325 Law, Business, and Society A study of some of the basic legal concepts and processes as they affect business and its relationship to society. Coverage includes the judicial and legislative law-making processes, contracts, agencies, and sources of authority.

330 Principles of Financial Management Policies and practices required to plan and control the sources and uses of a firm's funds, emphasis on formulation of corporate financial policies consistent with maximizing shareholders' wealth. Economic accounting and statistical tools and concepts studied and related to the decision-making process. Prerequisites: Econ 101, BPA 110 and 210.

340 Principles of Marketing Analysis of marketing concepts, consumer demand, and behavior. Marketing functions of the firm, institutions in the marketing channel, product, price, and promotion strategies.

341 Retail Management Application of problem approach to understanding of basic principles practices in retail management.

344 Advertising This course acquaints the student with the media-promotional decisions as made by advertising agencies and advertising departments. Advertising is discussed as a social force, a competitive tool, and a career path. Attention is given to how the marketer coordinates advertising with other marketing mix variables. To be taken by all students with Marketing as an area of concentration who elect Track 1 (Retail/Entrepreneurship) or Track 3 (General). Junior and senior standing only.


351 Management in the Health Care Environment (for PT/OT students) Interdisciplinary approach to management problems combining human behavior, organizational behavior, practical recommendations and other key management variables as they relate to the health care environment.

352 Personnel Administration Case and theory covering critical problems in personnel administration; issues in selection, placement, training, control and compensation of labor. Human factors one must consider.

358 Labor and Management Relations A broad overview of the general nature of the labor-management relationship as it exists in the U.S. The negotiation process as well as the major content of the labor contract itself are examined. Some incidents and cases are studied to illustrate various aspects of labor relations. Students participate in a mock negotiating session using an actual labor contract.

360 Introduction to Quantitative Methods Mathematical methods for decision-making: role of data processing; concepts of information systems and operational analysis techniques in forecasting and program evaluation. Prerequisite: Math 271.

361 Analysis of Decisions Under Uncertainty Foundations of decision analysis; structuring decision problems; assessment of probabilities; scaling of preferences; solving problems; sampling and simulation—as it relates to the business world. Uses primarily Bayesian techniques.

366 Systems Analysis This course builds upon the general systems theories which have been created over the last decade. In this course, these theories are focused upon administrative management systems and the operations of those systems. In sequence, the course looks at the process of setting goals/objectives, the role of policies, the function of planning and the associated analytical process. It then looks at the system in operation, the process of controlling the system and the associated information systems and analyses. Requirements Math 271, Econ 101, BPA 210, 330, and 350.

367 Management Information Systems and Program Evaluation The design, analysis and implementation of total information systems are approached as used in the management of complex organizations. Emphasizes evaluation of an information system's performance, the impact of the system on the organization; management of data bases, collection of input data, and formulation of useful output formats. Prerequisites: BPA 360, 350 or permission of instructor.

373 International Marketing The comparative analysis processes of marketing, and the similarities and differences between domestic and international marketing are studied. Students have an opportunity to develop and improve their negotiation skills in a role playing simulation of a joint venture agreement.

378 Business, Trade and Investment in Southeast Asia Examination of rapid changes taking place in Southeast Asia, implications for international investment, business and trade, and its relationship with India, Japan, and China.

380 Management in the Public Sector Basic concepts of planning theory, how concepts relate to practical problems faced by public administrators. Case situations, discussions.

381 Governmental Budgeting Problems of developing a budget in a governmental organization. Emphasis on techniques of budget preparation, execution, review within a political environment. Special problems faced by administrators at local, state, national levels.

383 Administration of Intergovernmental Programs City, state, national governmental relationships as they have emerged through intergovernmental programming. Problems confronted by administrators who must deal with complex programs such as urban renewal, model cities, etc.

384 Administration of Community-Based Programs Problems an administrator must face when planning, organizing, funding programs that deal with solving basic community problems. Case examples such as establishing a community mental health program.

385 Lobbying and Public Relations In Government Effective representation of private, public programs to decision-makers in the public sector. Case study, discussion.
408 Small Business Institute Provides management assistance to small businesses in cooperation with the U.S. Small Business Administration. Students, functioning in the role of management consultants, are responsible for completing one assigned project in behalf of an ongoing business concern. Prerequisites: BPA core courses, MBA prerequisites, or permission of the instructor.

411 Managerial Cost Accounting I Cost information systems and basic accumulation procedures, factory ledgers, job order costing, process cost accumulation procedures, Factory overhead, planned applied, and actual variances, departmentalization and responsibility accounting, Material costing, planning and control, Labor and labor-related costs.

412 Managerial Cost Accounting II The advanced study of cost analysis, capital budgeting, transfer pricing, inventory control as motivational factors in business. Prerequisite: BPA 411

415 Introduction to Tax Accounting A survey of the federal income tax laws as it relates to the determination of taxable income, tax liability and tax planning for individuals, and preparation of related returns. Prerequisites: BPA 110, 311, and 312; Intermediate Financial Accounting I and II, recommended

419 Auditing The theory, methods, and procedures utilizing the verification and presentation of financial data to be used and relied upon by third parties. The actual work situation as would be found in an industrial audit is simulated by performance of a case study. Also covered are internal auditing, governmental audits, S. E. C. reporting requirements and the official pronouncements of the A. I. C. P. A. on ethical conduct.

425 Commercial Law A study of the Uniform Commercial Code: sales, warranties, commercial documents and secured transactions. Issues covered are essential to preparation for the law section of the CPA examination, but are intended for students with a general interest in commercial law. Prerequisite: BPA 325.

432 Investment Analysis Examination of the nature of securities, the security markets and trading activities, and the methods of formulating policies governing the establishment and supervision of a suitable investment program for an individual.

433 Security Analysis This course examines the methods of analyzing the economy, industries, and companies to determine their present position and prospects. It establishes a basis for ranking companies and determining whether to buy or sell their securities using a number of factors, such as competitive position, profitability, operating efficiency, management, current and long term financial analysis, and the stock price.

434 Introduction to Financial Institutions Acquaints the student with the different kinds of financial institutions (banks, savings and loans associations, credit unions, finance companies, pension funds, etc.). How they are operated and regulated; how they get their funds, what they do with them; current problems; future prospects. Prerequisite: BPA 330.

435 International Finance Analysis of the determinants of exchange rates: measurement and management of foreign exchange exposure; multinational capital budgeting; affiliate financial structures, international money and capital markets. Prerequisite: BPA 330.

439 Problems in Finance Analysis of selected problems in the financial management of firms, including capital acquisition and allocation, Extensive research, in-depth class discussion, and case-study evaluation required. Prerequisite: BPA 330.

443 Consumer Behavior and Research A behavioral analysis of the consumer as he or she relates to the marketing function. Psychological and sociological dimensions of the consumer, model of behavior and methods of evaluation are covered.

446 Special Topics in Marketing Topics of contemporary importance that are sufficiently broad to be covered in one semester, yet not developed in other marketing offerings. Examples could include: logistical problems of the Pacific Northwest, marketing simulation models, computer effects on physical distribution, pricing in an inflationary economy, marketing for non-profit organizations.

447 Industrial Marketing This course sensitizes the student to the buying/purchasing processes of profit and non-profit institutions. Emphasis is given to negotiations and power relationships between the buyer and the supplier, contractual dealings, and systems selling. Marketing strategies oriented to producers, resellers, and governmental agencies rather than consumer markets are also discussed. BPA 447 must be taken by all students with Marketing as an area of concentration, who elect Track 2 (Sales and Sales Management). Prerequisite: BPA 340 or equivalent.

448 Sales and Sales Management The course emphasizes the skills of face-to-face dealings with customers and management coordination of such direct dealing into an overall selling program. Such sales management issues as responsibility allocation/deployment, control of selling efforts, performance appraisal and motivation are covered.

449 Marketing Management A case course to integrate the student's previous marketing study. Marketing is shown as a series of interrelated decisions based upon environmental assumptions which allocate given levels of organizational resources to product development, pricing ploys, distribution, advertising, and personal selling. Marketing failures and successes are reviewed for decision guidelines. BPA 449 must be taken by all students with Marketing as an area of concentration. It is strongly recommended that this course be taken as a senior year, final marketing course. Prerequisite: BPA 340 or equivalent.

451 Organizational Behavior Study of social and psychological factors and processes affecting human work behavior and performance. Topics covered in depth include roles, communication, motivation, leadership, social influence and intra and inter-group dynamics. No prerequisite, BPA recommended.
454 Business Strategy and Policy
Strategic planning techniques and decision-making processes are reviewed, analyzed and discussed. Course includes games, simulations, case studies and a field research assignment.

459 Operations Management
An introduction to the techniques of planning, analyzing, and controlling an operation. Attention is given to both product- and service-oriented business operations. Qualitative and quantitative methods are discussed. Prerequisite: Econ 101. Math 271, BPA 330, BPA 350.

460 Forecasting and Planning
This course includes a survey of the most often used techniques in forecasting and planning. Exercises and field work projects which apply these techniques to business and public organizations constitute the workshops. Also included are difficulties involved in forecasting and planning and various forecasts of well-known futurists and futures organization.

472 International Business
Problems arise when business firms cross national boundaries. Here institutions, practices and environments of multinational firms are considered with regard to their influence on domestic and international business.

474 Comparative Business Environmental Systems
Comparative analysis of economic, political environment of business institutions in countries having capitalistic, mixed-economic, fascist, socialist, communistic systems.

476 Business and Economic Relationships with Developing Countries
Study of the trade, aid, financial investment and developmental relationships with the Less Developed Countries (LDCs) in the post-war period, particularly as manifested in the New International Economic Order which they seek. Emphasis is on LDCs, U.S. responses and policies, and the principle U.S. and international agencies involved. Prerequisite: A course in international affairs, economics, or marketing.

493/494 Seminar
Special seminar topics dealing with significant future business conditions and environments.

497/498 Internship

511 Advanced Financial Accounting
The principles and practices underlying the accounting for ownership interests in the various forms of business organization — the partnership, corporation and the consolidated entity; estates and trusts and termination of the various forms of business organizations.

515 Taxation of Business Organizations
A study of the principles and provisions of federal income tax laws affecting the determination of the tax liability of partners, corporations, and shareholders. Basic research in related topics and issues. Prerequisite: BPA 415.

516 Accounting Theory
Study of accounting theory, the theoretical structure of concepts, conventions, and assumptions underlying current accounting practice; contemporary accounting issues, and their theoretical and practical implications. Review of accounting literature and research studies. Prerequisites: BPA 311, 312, 411, 412. BPA 419 and 511 recommended.

518 Fund (Governmental) Accounting
Accounting principles and methods used in governmental agencies, hospitals, colleges, churches, and other non-profit associations; emphasis on budgeting, controls and use of accounting in the management process.

519 C.P.A. Review
An intensive course of study to prepare candidates for the C.P.A. examination.

541 New Product Planning and Development
A practical, experiential course employing small student teams to evolve a new product or service. Presentations require the students to bring together their developed ideas, market analysis, and cost estimates to recommend a future marketing plan for their product.

542 Marketing Research and Analysis
An investigation into the commonly found research techniques used to assess markets, allocate resources and identify meaningful data patterns. The emphasis is on usable research designs and techniques for market surveys and studies to generate decision information. Marketing research is seen as needed to determine market strategy and to control results.

CHEMICAL PHYSICS

ABOUT THE PROGRAM
The Chemical Physics Program is designed to provide the student with a strong background both in chemistry and physics. Courses have been selected from both departments which support the interdisciplinary focus of the program. Students entering this program will have to develop the mathematical skills comparable to those required by a normal physics major. Areas of particular interest in this major include thermodynamics, electron spectroscopy, and instrumental analysis. Atomic and nuclear chemistry and physics, and quantum mechanics.

REQUIREMENTS FOR THE MAJOR
A vigorous program is provided by faculty members in either department. Students must complete all University core requirements. In addition, students must complete specified courses in the major. These requirements are currently being revised. Interested students should consult with the chairman of the Department of Chemistry for more information.
CHEMISTRY

Professor: Keith Berry, Chair
Associate Professor: Jeffrey Bland, H. James Clifford, L. Curtis Mehinaff
Assistant Professor: Kenneth Rousslang, Thomas Rowland, Anne Wood

ABOUT THE DEPARTMENT
The Chemistry Department offers a flexible, broad-based curriculum designed to meet the needs of students with a wide variety of career interests. In addition to those preparing for a professional career in chemistry, students may prepare for careers in teaching, science writing, medicine, or dentistry.

The Chemistry Department is accredited by the American Chemical Society. The curriculum fully meets requirements set forth by that organization. The department encourages students planning professional careers in chemistry to complete the requirements specified by the ACS Committee on Professional Training: those persons fulfilling those requirements are certified by the ACS. Requirements for all degrees and those for certification are shown below.

The chemistry faculty covers a particularly broad range of expertise. Not only are the basic five sub-disciplines covered, but there are also members interested in forensic chemistry, polymer chemistry, and environmental applications. Many modern instruments are available for student use, and emphasis is placed on the development of competent laboratory skills as well as classroom experience.

The University has provided excellent facilities for use by the Chemistry Department. In particular, considerable space is available for student research. Undergraduate research is strongly encouraged and supported. In addition, the department shares a computer facility with other departments in the Natural Science Division. Students have unlimited access to terminals in the science building.

Some students may wish to apply for certification as having fulfilled the prescribed curriculum established by the American Chemical Society. This is sometimes helpful when seeking employment or entrance to graduate study. In order to be certified, students must meet all requirements for the B.S. degree and present an oral seminar before graduation.

REQUIREMENTS FOR THE MAJOR
Basic Major — B.A. Degree
1. One year, College Physics 121, 122 (Physics 111, 112 may be substituted with departmental approval).
2. One year, Mathematics 121, 122.
3. One unit, Biology.
4. Chemistry 125, 126, 130, 250, 251, 340, 342, 350, 420. (Chem. 120, 121 may be substituted for Chem. 125, 126.)
5. Two units, Chemistry electives at 300 or 400 level. (Up to one unit of undergraduate research may be selected as an elective.)
6. Participation in departmental seminar program.

Basic Major — B.S. Degree
1. One year, College Physics 121, 122
2. Four and one-half units, Mathematics 121, 122, 221, 232.
3. One unit, Biology.
4. Chemistry 125, 126, 130, 250, 251, 340, 341, 342, 343, 350, 420, 430 (Chem. 120, 121 may be substituted for Chem. 125, 126.)
5. One unit, Chemistry elective at 300 or 400 level. (Up to one unit of undergraduate research may be selected as an elective.)
6. Participation in departmental seminar program.

REQUIREMENTS FOR THE MINOR
1. Chemistry 125, 126, 130, and 250. (Chem. 120, 121 may be substituted for Chem. 125, 126.)
2. Three elective courses in Chemistry numbered 251 or above.

COURSE OFFERINGS
101 Forensic Science The course, a general survey of the forensic science profession, will deal with such physical evidence as blood, paint, glass, hair fibers, and soil. Lecture and laboratory will emphasize the collection and preservation of evidence, photographing and sketching crime scenes, analysis of evidence in the laboratory, and presentation of evidence in a court of law. Meets Natural World core requirement.

120/121 General Chemistry Credit: 1 unit each. A two-semester, introductory course for non-majors covering the basic fundamentals of chemistry, including a qualitative, descriptive approach to the periodic table, a quantitative approach to molecular structure, bonding and energy, entropy, chemical equilibrium and reactions. Introduces organic and biochemistry. Laboratory designed to elucidate the chemical principles covered in lectures. Meets a Natural World core requirement.

125/126 Principles of Chemistry I, II Credit: 1 unit each. 125 is 1 unit, 126 is ½ unit. Credit may not be earned for Chemistry 120. 121 and for Chemistry 125, 126. The latter two courses are designed as a basis for further studies in chemistry. They will present fundamental theories and concepts including stoichiometry, thermochemistry, gas laws, solids and liquids, solutions, chemical bonding, equilibria, reaction kinetics, electrochemistry, acids and bases, coordination compounds, structure of molecules, oxidation-reduction reactions, and ionic equilibria. Laboratory emphasizes qualitative and quantitative analysis of matter using gravimetric, volumetric, and electrochemical methods. Chem. 125 meets a Natural World core requirement.

130 Analytical Chemistry Elementary analytical chemistry, ionic equilibria in solution. Gravimetric, volumetric and colorimetric methods of analysis; electrochemical cells and oxidation-reduction reactions. Modern theory and practice of analytical chemistry. Prerequisite: Chemistry 121 126, or equivalent.
250/251 Organic Chemistry Credit, 1 unit each. A course covering the basic chemistry of carbon-containing molecules. This is accomplished by the application of the modern principles of chemical bonding to the structure of organic molecules. These principles are developed further and applied to a consideration of the effects of electronic structure on 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. This parallels the course lectures so that there is a practical application of the theoretical principles. Extensive use is made of chromatographic and spectroscopic techniques.

330 Advanced Analytical Chemistry Credit, 1 unit. The development and use of analytical methodology on real samples. Students will be expected to do three experiments in the areas of acid-base, organic oxidation-reduction, and spectrophotometry. Written reports on each procedure will be a principal basis for grading.

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. Statistical thermodynamics linking microscopic and macroscopic chemical behavior. Must be taken concurrently with Chemistry 342. Prerequisites: Math 122, Physics 111 or 112.

341/541 Physical Chemistry II Transport phenomena, kinetics, electrochemistry, Introduction to quantum mechanics with applications to molecular spectroscopy. Must be taken concurrently with Chemistry 343. Prerequisites: Chemistry 340, Mathematics 221.

342 Physical Chemistry Lab I Credit, 1/2 unit. Laboratory experiments emphasizing fundamental instrumentation and theory associated with physical chemistry. Must be taken concurrently with Chemistry 340. Prerequisite: Chemistry 401 or concurrent enrollment in 401.

343/543 Physical Chemistry Lab II Credit, 1/2 unit. Independent research problem. Involves selection, design and implementation of a physical chemistry research project. Includes oral presentation and written report. Must be taken concurrently with 341. Prerequisite: Chemistry 340.

350 Advanced Organic Chemistry A continuation of Chemistry 251 presenting specialized topics in organic chemistry. These include free radical, paracyclic, and photochemical reactions. In addition, the reactions of sulfur- and phosphorus-containing and heterocyclic compounds will be discussed. The laboratory portion of the course stresses the use of advanced synthetic techniques and the identification of molecular structure. Prerequisite: Chemistry 251.

355 Spectroscopic Determination of Structure Credit, 1/2 unit. 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: Chemistry 251.

420/520 Inorganic Chemistry This course will present both theoretical and descriptive material on inorganic chemical compounds. Course will present synthetic and reaction strategies for common inorganic compounds. Typical topics to be covered are: structure and bonding, inorganic reaction mechanisms, transition metal chemistry, coordination chemistry, electron deficient compounds, organometallic compounds, and the main group elements. Laboratory experiments will illustrate common synthetic and characterization processes for inorganic compounds. Prerequisites: Mathematics 122, Chemistry 340 (may be taken concurrently). Physics 112 or 122.

430/530 Instrumental Analysis Credit, 1 1/2 units. Introduction to basic theory, applications of modern instrumental methods of analysis. Includes: introduction to electronics; ultraviolet, visible, infrared, mass, nuclear magnetic resonance spectrometry; atomic absorption and flame emission; chromatography; electrochemical and radio-chemical methods. Prerequisite: Physics 112 or 122.

431/531 Computer Applications in Chemistry Credit 1 1/2 units. The course is designed to introduce the laboratory scientist to computer-assisted experimentation. Analog and digital electronics and the use of microcomputers will be emphasized. The goal of this course will be an understanding of the principles of interfacing small computers, input and output devices. Prerequisites: Chemistry 430 or permission of instructor.

445/545 Kinetics and Mechanism The theory and experimental methods of solution kinetics, isotopic labeling, and spectroscopic analysis are discussed in terms of elucidating reaction mechanisms. These techniques are then applied in advanced discussions of the mechanisms of organic molecules and transition metal complexes. The laboratory illustrates many of the more important methods discussed in the lectures.

460/560 Molecular Biology Credit, 1 1/2 units. Integrated sequence covering the structure, biochemical, and physiological aspects of cells. Laboratory emphasizes major biochemical techniques and the collection and analysis of biochemical data. Prerequisites: 1 year of Organic Chemistry, 1 semester of Biology.

465/565 Clinical Chemistry Credit, 1 1/2 units. Clinical chemistry is a discipline which draws upon all fields of chemistry (inorganic, analytical, organic, physical, and biological) in an attempt to determine indicators of the state of health or origin of disease in an individual. By measurement of certain features of biological specimens, including blood, urine, saliva, hair, feces. This course will focus upon current clinical laboratory methodologies as they relate to applications in medicine, dentistry, and medical technology. The student will be exposed both to the classical wet chemical tests and to automated procedures used to measure physiological parameters. The student will be expected to develop some familiarity with the strengths and weaknesses of various clinical methods and their interpretations. Prerequisite: 1 year of Organic Chemistry or equivalent.
470/570  Group Theory and Molecular Spectroscopy  Credit ½ 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: Chemistry 340, Mathematics 122, Physics 112 or 122.

471/571  Quantum Mechanics and Excited States  Credit, ½ unit. An introduction to quantum mechanics with a specific application to absorption and emission transition theory. Einstein transition probabilities and excited state lifetimes with applications to biological molecules and problems in photochemistry are emphasized. Prerequisites: Math 121, 122, Physics 112, 122, Chemistry 340.

480/580  Polymer Chemistry  Credit, ½ unit. The goal of this course is to fuse the principles of Organic and Physical Chemistry through the study of macromolecular science. Prerequisites: Chemistry 251, 340.

485/585  Forensic Chemistry  Credit, ½ unit. This course is designed to provide a view of the forensic science profession in some detail. Topics to be covered are those in which a chemist might be involved, such as: 1) identification of drugs, examination and characterization of paint, blood, physiological fluids, hair; analysis of arson residues, comparison of paper and ink. The laboratory will serve to illustrate modern analytical techniques useful to the forensic scientist. Prerequisite: Chemistry 251

493/494, 593/594  Seminar  Credit, none. This course offers the student the opportunity to hear guest speakers on a variety of subjects within the general discipline of chemistry. Students also have the opportunity to present reports on their undergraduate research efforts.

499  Off-Campus Study  Credit, ½ unit. This course is offered to junior and senior students participating in the University’s Cooperative Education Program. See the “Special Academic Programs” section of this catalog.

699  Thesis  Credit, ¼ - 1½ units. The writing of the Master's thesis is the final act of the graduate research program required for the Master of Science in Chemistry.

COMMUNICATION AND THEATRE ARTS

Professor: Wilbur H. Baisinger, Gary L. Peterson  Chair.
Associate Professor: Richard M. Tutor
Assistant Professor: Kristine Davis, Thomas F. Somerville

ABOUT THE DEPARTMENT

The Department of Communication and Theatre Arts offers study in three broadly based programs leading to a Bachelor of Arts degree in Communication and Theatre Arts.

1) Communication (interpersonal communication, small group communication, communication theory, organizational communication, public or presentational communication), 2) Theatre Arts. 3) Communication Disorders (speech science, language development, speech correction, hearing).

The three programs share a two-unit core of departmental studies, but beyond that the programs vary according to the emphasis selected by the student.

Students majoring or minoring in Communication and Theatre Arts must earn a grade of C or higher in all courses which are taken in fulfillment of major or minor requirements. No courses taken on a pass/fail basis will be allowed to fulfill department requirements.

COMMUNICATION ACTIVITIES

The Department of Communication and Theatre Arts sponsors activities which include a competitive forensics program, drama, and practicums in campus media. Forensics activities include debate, oratory, extemporaneous and expository speaking, discussion, and oral interpretation. The department also sponsors the Washington Alpha Chapter of Pi Kappa Delta, a national forensic honorary, and Alpha Psi Omega, the national dramatic fraternity. Campus media activities include campus publications and student-operated broadcast media. Participation in these projects is open to all university students. Activity credit may be granted with prior approval of the department.

THE INSIDE THEATRE

This intimate theatre, located in Jones Hall, serves as the performance center for the Department of Communication and Theatre Arts. Each season the Inside Theatre presents at least four major productions, several student-directed showcases, and occasionally a summer program. The Inside Theatre also houses Opera Workshops. Students, faculty, and members of the community at large are welcome to audition for Inside Theatre productions and to assist in the technical aspects of the productions.

REQUIREMENTS FOR THE MAJOR

All majors in Communication and Theatre Arts will be required to take the following two courses, which will constitute the departmental core: CTA 100 Foundations of Human Communications, CTA 275 Survey of Theatre.

In addition to the departmental core, each student will select one of the areas of primary emphasis detailed below. Options are available within each of the primary areas of emphasis to allow some individualization of each student's program.

COMMUNICATION

Undergraduate preparation in this area provides study in interpersonal communication, small group communication, public communication, communication theory, organizational communication, and mass communication. Emphasis in the communication area will provide the background necessary to pursue graduate study in addition to preparing the student for employment in a variety of occupations. Options available within this area will allow students to focus on specific subject areas which best fit their individual needs and goals. Students electing an emphasis in this area are strongly encouraged to supplement their programs with supporting courses in other disciplines.
Required courses: 1) Department core: CTA 100, 275, 2) Communication core: CTA 260, 202, 3) Six units selected and approved through advisement from: CTA 122, 203, 204, 205, 222, 322, 330, 332, 340, 434, 442, 460, 462, 464

Recommended courses: In addition to the 10 required courses detailed above, students electing the communication emphasis are strongly encouraged to supplement their major program with supporting courses drawn from areas outside the Department of Communication and Theatre Arts. Generally, this will involve course work in research methodology and/or the election of cognate or complementary programs of courses from other departments. The research methodology option would involve the selection, through advisement, of three courses dealing with research design, data collection, statistical analysis, and data interpretation. The cognate would involve the selection, through advisement, of at least five additional courses which complement the student's major program emphasis. Cognate areas might be selected in areas such as Business Administration, Marketing, Public Relations, English, Writing, Counseling, or Public Administration. A cognate might also be drawn from other academic areas or from a combination of areas. In any event, the choice of specific courses comprising a cognate must be worked out with and approved by the student's advisor so that the selections will constitute an academically sound program which relates to the student's individual needs and goals.

THEATRE ARTS
The Theatre Arts program is an integral part of the Communication field, the entire theatre/arts process being, in fact, a process of communication involving physical verbal, visual, symbolic, and rhythmic forms. The Theatre Arts area of the department offers a wide range of introductory and advanced courses in acting, directing, technical theatre, and theatre history. The theatre arts area requires that students not only study theatre in the classroom but also participate actively as creative artists. Professional standards are encouraged, and opportunity for intensive involvement is provided.

Students electing a major emphasis in theatre arts are also required to select a secondary area of emphasis in either technical theatre or in acting and directing.

Required courses: 1) Department core: CTA 100, 275, 2) Theatre Emphasis: CTA 111, 217, 271 (2 units), 313, 317, 371, 373, 3) Required outside the department: a) Technical Theatre Emphasis: Art 101 (or 102), 109, 275 (or 276), 355. b) Acting/Directing Emphasis: English 361 (or 352), 386, or other course in Dramatic Literature, Art Survey, or Art History and one elective course cognate to the field, as approved by the student's advisor.

Students electing a primary emphasis in theatre will also be required to complete a design, acting, or directing project for graduation.


COMMUNICATION DISORDERS
The Department of Communication and Theatre Arts offers a major in Communication Disorders with an emphasis in Communication Disorders. This is a broadly based preregessional program which includes courses in speech-language development and pathology, speech therapy, and related areas. A preprofessional program contrasts with a strictly professional program, which requires additional graduate hours at an institution that offers a clinical masters degree. Completion of a clinical masters degree followed by full-time employment for one year, enables a student to apply for clinical certification by the American Speech and Hearing Association.

Students majoring in Communication Disorders are required to select all requirements for the appropriate state certification. These planning to teach children who are profoundly hard of hearing should pursue a similar undergraduate program, and also earn classroom teacher certification before entering the appropriate graduate school. Since programs vary extensively accord to individual goals, each student should work closely with his or her advisor.

Required courses: 1) Department core: CTA 100, 275, 2) Department core: CTA 200, 202, 332, 340, 434, 3) Communication Disorders emphasis: CTA 280, 380, 382, 366, 484, 486. 4) Required outside of the department: Biology 221, 222 (Biology 101 is a prerequisite. Chemistry 120 is recommended) Psychology 210, 240, 440. Math 271 (or equivalent unit in statistical methods)

Recommended courses: Additional units in Psychology, Education, Occupational and Physical Therapy are strongly recommended. These courses should be selected through advisement.

COMMUNICATION & THEATRE EDUCATION
A student who completes the communication emphasis major program may also elect certain courses in the School of Education to qualify as a secondary education major. The Communication and Theatre Arts Department recognizes the need to insure quality instruction in communication and theatre arts at the secondary school level, and offers within its curriculum the opportunity to meet the requirements for a major and also to meet the requirements for the secondary education certificate.

REQUIREMENTS FOR THE MINOR
A minor may be taken in the Department of Communication and Theatre Arts in any of the three emphasis areas.

I. Communication Emphasis: Completion of 6 units which includes CTA 100, 200, 202, and 3 units selected and approved through advisement from: CTA 122, 203, 204, 205, 222, 322, 330, 332, 340, 434, 442, 460, 462, 464

II. Theatre Arts Emphasis: Completion of the following 6 units: CTA 100, 111, 217, 275, 313, 371 (or 372)

III. Communication Disorders Emphasis: Completion of the following 6 units: CTA 200, 202, 332, 434, 484, 486.

COURSE OFFERINGS
Courses numbered 300 and 400 are intended for juniors and seniors only. Courses numbered 500 are intended for graduate students only. Any exceptions must be approved by the department.
100 Foundations of Human Communication
Principles of human communication, development in laboratory and applied sessions. For freshmen and sophomores.

111 Acting I
Study of the principles of the art of acting via active development of basic skills. Initial focus is upon self-awareness and progress toward script and character analysis, rehearsal and performance techniques.

113 Stage Makeup
Credit, 1/2 unit
Introduction to basic stage makeup techniques for the actor. Emphasis on creation of age and character and the modeling of features through makeup. Students purchase their own makeup kits.

122 Introduction to Mass Communication
Effects of news media upon American audiences through analysis of historical factors affecting news definition and coverage, contemporary news operations and cycles, advertising and governmental factors affecting news coverage, and final products, adequacy of coverage for groups and interests.

200 Interpersonal Communication
Study of communication behaviors in face-to-face interactions. Theories and principles of dyadic communication, with emphasis on skill development.

202 Discussion and Conference Leadership
Principles and methods of deliberative leadership. Communication in small groups. Group dynamics and structure, role-playing, decision-making, leading a conference. Application and practice of principles and skills.

203 Presentational Communication
Practical experience in the public forms of communicating. Various modes and purposes of speaking are experienced, including report presentation. Emphasis on receiver analysis, composition or preparation of messages, evaluation of results.

204 Argumentation and Debate
Analysis of perspectives, concepts, research approaches and presentational aspects of argumentation. Equally theoretical and practical, stressing oral and written argumentative communication. Debate used as in-class structure for argumentative practice.

211 Oral Interpretation
Introduction to the study of imaginative literature through the medium of oral performance. Analysis and interpretation of verse, prose and drama.

217 Technical Theatre
Basic stagecraft skills, fundamental drafting techniques and perspective. Practical experience in back stage procedures and organization. Lab required. Prerequisite for Scene Design (CTA 317). To be taken concurrently with Theatre Production, CTA 291.

222 The Television Medium: Its Effects on Society
A short history of the medium, followed by in-depth studies of practical effects and how they can be controlled and/or influenced by performance and programmer. Prominent critics, theorists and practitioners in the T.V. field will be studied. Independent and group research projects and presentations included.

270 Modern English Theatre and Drama
This course examines representative selections from the major periods of English drama — Medieval-Elizabethan, Restoration, and Modern. Plays will be read and discussed, keeping in mind the play as literature, the theatrical history of the period and the modern performance. Attendance at representative plays of each period will be required as part of the course. Taught as part of the London program.

271 Ideas and Characters
Credit, 1/2 unit
A reading program in Theatre Arts. The reading of notable plays (at least one a week) followed by discussion period with Theatre Arts staff focusing upon historical and theatrical perspectives, styles and methods of presentation, form and content. May be repeated.

275 Theatre Survey
Overview of the various aspects of theatre and its relevance as a composite art: acting, design, play interpretation, directing, etc. Aesthetic appreciation of theatrical periods, selected plays and their technical and visual advancements. Lab required.

280 Introduction to Speech Science
Articulatory and acoustic phonetics are used as a basis for studying the sound system of normal English speech; basic anatomy and functioning of the peripheral speech mechanism is studied.

291 Theatre Production
Credit 1/4 activity unit. Student participation in acting, scenery, construction, lighting, costuming, and properties for a major production.

292 Communication Activities
Credit 1/4 activity unit. Participation in inter-collegiate forensics, campus media, on- and off-campus communication activities.

293 Clinical Observation
Credit 1/4 activity unit. Observation, assistance to regularly assigned teacher or therapist. Sites such as Speech and Hearing Clinic of Mary Bridge Health Center, Mary Bridge Developmental Learning Center, school therapy programs. Permission of instructor required.

311 Acting II
Styles and theories. An advanced course, encompassing a variety of approaches and techniques. Scripts from various periods, such as Greek, Roman, Medieval, Commedia dell'arte. Elizabethan, used for analysis and performance. Extensive outside reading. Prerequisite: Acting I (CTA 111) or equivalent experience.

313 Directing
Artistic, administrative functions of the director; theoretical interpretation of scripts, preparation of production actual direction of scenes, one-act plays. Observation of directors at work, staging, relationship between playwright, director, actor.

317 Scene Design
In-depth study and practical application of principles of design. Script analysis for designing various types of scenery. Models, perspective watercolor sketches, and their practical uses for the director and actor. Prerequisite: CTA 217 (Technical Theatre).

319 Costuming for the Theatre
Theory fundamentals of costume design with practical application by rendering designs for specific characters in assigned plays. Discussion and criticism of student designs. A general overview of costume history, period pattern-drafting, and construction.
322 Film Studies  Study of film designed to make the student aware of the chronological development of film making and film art; study of social and philosophical effects and forces of the film medium; comparison of desired artistic effects and techniques of different major film makers, and development of a critical awareness of these elements through observation and analysis.

330 Nonverbal Communication Examination of the effects of physical behaviors, environment and space, physical appearance, facial expressions, and vocal cues, on the human communication process. Prerequisite: CTA 100 or permission of instructor.

332 Communication Theory  An advanced course which examines the major theoretical constructs relevant to the study of human communication. Emphasis will be upon understanding a variety of perspectives from which human communication can be viewed. Prerequisite: CTA 100 or permission of instructor.

340 Group Process  Advanced study of characteristics of the group communication process. Emphasis on communication theory, dealing with problems of interaction and leadership, interpersonal variables, conflict, member performance and satisfaction. Prerequisite: CTA 202 or permission of instructor.

371/571 Theatre History I  Primitive through Elizabethan. Study of theatre as a producing institution, and the effects of a specific time and culture on methods and approaches of playwrights, directors, actors, architecture, production procedure and techniques. Reading of major texts, plays.

373/573 Theatre History II  French Neoclassic to Modern. Study of theatre as a producing institution and the effects of a specific time and culture on methods and approaches of playwrights, directors, actors, architecture, production design, procedure and techniques. Includes reading in major texts, plays, and independent research.

380 Introduction to Communication Disorders  Survey of the principal disorders of speech and language in children and adults, with emphasis on the personal and social impact of the handicapping condition. Functional, organic, and psychogenic problems will be considered, as well as the role of the classroom teacher in cooperating with the Communication Disorder Specialist.

382/582 Language Acquisition and Function in Children  Nature and acquisition of normal language and communication skills during the child's first four or five years of life; assessment and management of language problems in children.

386/586 Speech and Language Problems of Developmentally Delayed Children  Planning and administration of small-step language programs designed to improve the language-speech functioning of developmentally delayed children (age 2-5 yrs.). Consultation with speech-language pathologists; guest lecturers. Survey of the language-speech problems.

434 Communication Facilitation  An advanced course in applied interpersonal communication, with laboratory experience in the development and use of skills used to facilitate communication in personal and professional relationships. Prerequisites: CTA 200 and 202, senior standing, or permission of instructor.

442 Communication and Social Influence  Examines the formation and change of attitudes, beliefs, and behaviors through the communication process. Theories, research paradigms, persuasive strategies. Prerequisite: CTA 100, senior standing or permission of instructor.

462 Directed Projects in Communication  Variable credit, up to 1 unit. Supervised observation and development of communication skills in practical application experiences. Emphasizing on-the-job experience in business, professional or educational environment. Prerequisites: senior standing in department, major or minor; permission of department and supervising agency required. May be repeated; maximum one unit applied to major requirements.

464 Topics in Communication  In-depth seminars in various areas of the communication discipline. Course content varies with each offering. May be repeated.

465 Topics in Theatre Arts  Seminars in various areas of the theatre discipline, such as: aesthetics; theory and criticism; management, directing theories, theatre architecture. Course content varies with each offering. May be repeated.

484/584 Organic Disorders of Communication  Study of etiology, characteristics, assessment and remediation of organic disorders of communication (dysarthria, asaphasia, cerebral palsy, voice, cleft palate). Observation of cases.

488/588 Hearing and Deafness  Anatomy and functioning of hearing. Types of hearing loss, screening and assessment procedures. Role of the classroom teacher in assisting the acoustically handicapped child; impact of hearing loss on the communication and adjustment of children and adults.

480/560 Organizational Communication  An advanced seminar which examines the process of human communication as it occurs within the context of formal organizations. Emphasis upon theories and conceptual models which deal with human communication as part of the managerial process in complex organizations. Prerequisites for 480: CTA 100, 200, 202 and senior standing or permission of instructor. Prerequisite for 560: graduate standing only.
COMPARATIVE LITERATURE

Director Philip Hager, Professor

Comparative Literature Program Committee:

English Department: Ralph Corkrum, Professor; Charles Frank, Professor; J. Tim Hansen, Professor
Foreign Languages Department: Jacqueline Martin, Professor; Esperanza Gurza, Associate Professor; Renate Hodges, Assistant Professor; Michel Roccchi, Assistant Professor

ABOUT THE PROGRAM

The Comparative Literature Program in conjunction with the Departments of English and Foreign Languages, offers a Bachelor or Arts degree and Master of Arts degree in Comparative Literature. The program concentrates on main currents, periods, and movements in literary history, literary influences in one or more national literatures, and the interrelationships of several literatures. Courses are provided by the Department of English (identified below as "E") the Department of Foreign Languages ("FL"), and the Comparative Literature Program ("CL").

REQUIREMENTS FOR THE MAJOR

1. Foreign language competency at the 202 level
2. Ten (10) units, to be selected from these categories:
   I. Methodology, two units, Methodology of Comparative Literature (CL) and Introduction to Literary Studies (FL) or Literary Theory (E).
   II. Thematic courses, one unit: Twentieth-century Perspective on Myths (CL); World Literature II: Legends, Myths, and National Epics (E); African and Caribbean Authors: Negritude and Acculturation (CL); Social Revolution (FL). The Faustian Quest & the Faustian Tradition (FL)
   III. Genre courses, one unit: International Avant-Garde Theatre (FL) or Existential Literature (FL).
   IV. Literary history courses, three units: Ancient Near East (E); Graeco-Roman Literature (E); Medieval Literature (E); World Literature I: Origins of the Modern World (E); World Literature II: The Twentieth Century (CL); Late Eighteenth-century European Literature and Thought (CL); Latin-American Literature (FL); Renaissance in France, Italy, & Spain (FL); Medieval Literature of France, Germany & Spain (FL).

V. Effectives, three units. Any upper-division literature courses in the Departments of English or Foreign Languages.

REQUIREMENTS FOR THE MINOR

One course selected from each of the five categories above.

COURSE OFFERINGS

220 Twentieth Century Perspective on Myths Study of the renaissance of Greek and Hebrew myths in twentieth-century Western drama. Reading and discussions of plays based on the myths of Oedipus, Electra, the Trojan War, or Biblical themes. Lectures and discussions. One term paper

280 Late 18th Century European Literature and Thought Examination of writings that reflect the major themes of the Age of Enlightenment, the ideas of rationalism, and reactions to it. Texts will be available in the original language and in translation. Discussions will be held in English, though special sessions on material in German can be arranged.

290 African and Caribbean Authors: Negritude and Acculturation Novels, plays, and poetry by contemporary African and Caribbean writers which emphasize the negritude movement and the phenomenon of acculturation. Lectures, discussions, reports, short papers.

300/500 Methodology of Comparative Literature Introduction to procedures of comparative literature study through the examination of movements, influences, and relationships of national literatures.

350 Social Revolution Examination of the social and political implications of late eighteenth- and nineteenth-century literature. Students desiring foreign language credit should register for one of the following: French 350, Spanish 350, German 350.

390/590 International Avant-Garde Theatre Highlights of international Avant-Garde drama, with emphasis on European and American theatre. Study of changing dramatic aesthetics, thematic, and stylistics in the various countries in the first three-quarters of this century. See French 390.

410/510 A Critical Study of Existential Novels and Plays French. Examination of significant works associated with the literary perspective of the Existentialist movement.

420/520 The Faust Tradition and the Faustian Quest Study of the complexity of the intellectual, ethical, and aesthetic tradition of Faust from the sixteenth to the twentieth century.

450/550 Medieval Literature of France, Germany, and Spain Survey of medieval literature through intensive study of selected masterpieces. Students desiring foreign language credit should register for French 450, Spanish 450 or German 450. Satisfies Comparative Values core requirement.

600 Critique in Comparative Literature Thesis representing a critical estimate or discussion of a genre, period, theme, or author. Specific details available from the program director.
COMPARATIVE SOCIOLOGY

Professor: Charles A. ibson. Chair: Frank Paterson. John Phillips
Associate Professor: Ann Neel
Assistant Professor: John Finney, George Guilmet. Margaret Nowak

ABOUT THE DEPARTMENT
Through an integrated curriculum, a basic orientation in subject matter, research, and analysis, both for Sociology and Social Anthropology, is provided by the department. The curriculum is designed around student-centered experiences; the acquisition of perspective, exposure to the existing body of knowledge and theory; and development of abilities of analysis and communication. The department offers not only a wide range of subject areas consistent with a general liberal arts experience, but also specialization suitable for advanced study in Sociology, Anthropology, social work, and related graduate and professional programs. Students who do not plan graduate work have the opportunity to develop knowledge and skills desirable for many different occupational contexts.

Each program is developed to meet the personal and professional goals of the student, working on an individual basis with a faculty advisor.

REQUIREMENTS FOR THE MAJOR
Completion of a minimum of ten units to include: 102 Individual in Society. 204 Social Stratification. 300 Social Theory. 301 Theory and Methods of Research Design. 302 Social Analysis and Data Interpretation. 410 or 420 Comparative Analysis.

Normally, a student majoring or minoring in Comparative Sociology may not register Pass/Fail for a course used to meet the minimum major or minor requirements. Students majoring in the department should not meet University core curriculum requirements with core courses offered by the department. A single course cannot be used by the major to fulfill a core requirement and a requirement for a major in Comparative Sociology. Competence in reading and speaking a second language is strongly encouraged, but not required by the department.

REQUIREMENTS FOR THE MINOR
Completion of a minimum of six units to include: 102 Individual in Society. 204 Social Stratification. 300 Social Theory; three elective courses to be selected by the student and his or her advisor in the department.

COURSE OFFERINGS
102 The Individual in Society: The comparative study of relationships of the individual to social structures and processes, and cultural meanings. Meets a Society core requirement.

103 Social Problems: Selected problems of modern complex societies with emphasis on the U.S. Meets a Society core requirement.

121* Marriage and Family Adjustment: Self understanding, the marriage relationship; adjustments required in the various phases of family life.

201 Comparative Socialization: The process of socialization will be considered in connection with the broader issue of socioculturally constructed systems of meaning. Theoretical topics will deal with the acquisition of symbolic competence, the implications of explicit and implicit ideology, and the sociocultural constraints on ways of learning and knowing. Case studies illustrating these concerns will concentrate on non-Western societies in which socialization is deliberately planned in accordance with a state-supported ideology (e.g. the USSR). Satisfies Humanistic Perspective core requirement.

202 The Family in Society: Examination 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 family in society wax and wane.

203 Religion in Society: Considers religion as a cultural system which provides models of and for reality (i.e. ideology and experience). Specific examples of the relationship between social dynamics and belief systems.

204 Social Stratification: Structured social inequality will be examined historically and comparatively. Inequalities in income, wealth, prestige, political power and other important resources will be examined on class, racial, sexual and educational grounds.

205 Biological Factors in Human Social Behavior: This course consists of a biosocial view of human societies and cultures. Class materials examine the parameters of the influence of biology on social and cultural behavior. Conversely, the course will consider the effect of social and cultural behavior on human biology. Of interest are the studies of human evolution, human physiology, and the comparative study of animal behavior.

206 Deviance and Social Control: The study of deviance (non-conformity to rules or expectations) and of social control (compliance structures developed to prevent deviance) and 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 others. Examination of contemporary American social and cultural issues.

207 Medical Beliefs and Practices: A cross-cultural survey of beliefs and practices concerning illness, disease and illness, with emphasis on the problems and potential of alternative or non-Western health care strategies in the United States.

209 Population, Resources, and Environment: Population processes cross-culturally. Views the relationships of human social groups and cultures to the natural environment.

211 Social Interaction Networks: Social interaction analyzed in various social settings within different societies. Structures and processes of group life in societies, emphasis on small groups.
Women, Men, and Society  Mythology, ideology and actuality in the social construction of gender identity. Socialization and social control of male and female perceptions, beliefs, experiences and opportunities will be studied. The division of labor between women and men, the cultural meanings attached to their inequalities of status, and the impact of sexism on the social world will be analyzed, particularly as these affect the experiences of women. Efforts to survive and transcend ideological and institutional constrictions on the individual and social level will also be examined.

Criminology  Examination of theories and definitions of crime, criminal justice institutions as they function in society, specific forms of criminality, and the politics and social context of crime control.

Race and Minority Relations  This course will focus on selected historical situations of racial and ethnic conflict resulting from Western expansion and technological development. Analysis of circumstances under which one group has been able to subordinate another politically, economically and culturally will be studied as will the structures and consequences of domination, the role of racial ideology, survival and resistance strategies of the dominated and the causes and dynamics of change in minority-majority relations.

Social and Cultural Change  In this course students will 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 will be given to key concepts and problems related to modernization in the Third World contexts: development, revolution, detribalization, political ethics, and competing ideologies for change and "progress." Meets a Society core requirement.

Culture and Mental Health  A consideration of the relationships between culture and mental health in cross-cultural perspective will be studied; mental illness as learned cultural behavior: the effect of culture on psychiatric disorders, non-western psychotherapies and the impact of culture change on mental health.

Sociolinguistics  This course examines the relationship between linguistic activity and the social context in which it occurs. Following an introduction to the basic linguistic topics of phonology, grammatical theory, and semantic theory, the course will focus on such sociolinguistic concepts as speech act, speech community, and communicative event. Using this perspective the course will consider specific issues and problems which illustrate the social organization of language behavior (e.g., the relationship between language and social class and/or ethnic group: language pluralism and the political community; the social implications of non-standard language varieties, bilingual education).

Social Theory  The basic questions, central issues, and range of solutions proposed by major social theorists since Compte in the analysis of social order and disorder will be studied. The first half of the course will focus on classical thinkers such as Marx, Weber, Durkheim, and Mead. The second half will be devoted to structural-functionalism, symbolic-interactionism, phenomenological and critical theories as these compare and contrast in their analysis of the structures and processes of the sociocultural worlds.

Theory and Methods of Research Design  Qualitative and quantitative research design, including surveys, participant observations, quasi-experimental and experimental designs. Prerequisite: CSOC 102.

Social Analysis and Data Interpretation  Communicating and using social data will be the focus of this class. Statistical procedures as a means of ordering sense perceptions of behavior, levels of measurement, measures of central tendency, dispersion, and association; probability and statistical inference will be studied. Prerequisites: Math 101 or equivalent and CSOC 102 or equivalent.
410, 420 Comparative Analysis I and II
Comparison of selected similarities and/or differences between societies or groups within societies. Topics to be considered selected or approved by instructor. Prerequisites: CSOC 300 and 301, or permission of instructor.

460 Moral Consciousness and Social Action
In exploring the concept of moral consciousness in relation to the theoretical issues of interpersonal communication, the development of normative structures, and legitimation problems in the modern state, this course will refer to historical events that now generally evoke the judgement of “moral outrage” (e.g. the Holocaust, the Gulag). The goal of the total investigation will be to understand social evaluation or moral conflict not only in terms of empirical facts and normative approval or disapproval, but also critically — i.e., judging action by consciously taking into account the implications of one’s justificatory system. Instructor’s permission and senior standing required. Satisfies Comparative Values core requirement.

497/498 Internship
Students will be placed in community agencies in areas relevant to sociology and will draw on their field experiences in seminars oriented toward theoretical issues. Prerequisite: permission of instructor.

* This course cannot be used to fulfill requirements for a major or minor in Comparative Sociology.

Computer Science

Associate Professor: Jernill Kerrick (on leave: 1980-81), Wilbur Sims
Assistant Professor: Robert Matthews, Dale Mueller, John Riegsecker, David Scott, Brian Swimme

About the Program
In the past 10 years, the computer has moved from its position as servant to large corporations, government, and scientific research groups to its current position as a strong influence in the lives of all of us. Therefore, it is important for every educated individual to have knowledge about computers and the way they are programmed to process information, solve problems and make decisions.

For the person who seeks to become an expert in the field, a major in Computer Science/Mathematics is available. 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 very natural one. The major described below provides an equally excellent education for persons who plan on employment in government or industry or those who plan to pursue graduate study in computer science or one of the mathematical sciences.

The study of Computer Science is also encouraged vigorously on two other fronts. Introductory courses provide a source of knowledge for those who seek only to become computer literate, and more specialized, intermediate level courses provide the background necessary for a deeper understanding of the problems encountered in the modern business environment.

The University provides students with unlimited access to the most modern computer hardware. Currently the machine used is a PDP 1170. An LSI 11 microcomputer is also available for hands-on use in the upper division courses.

Requirements for the Major
To obtain a major in Computer Science/Mathematics, the requirements listed below must be met:
1. Computer Science (four units)
   Required: CSci 361 CSci 362 and CSci 381
   Elective: CSci 382 or CSci 481
2. Mathematics (three units)
   Required: Math 333 Math 320 or Math 401
   Elective: Math 301 Math 310 or Math 371 (one unit only)
3. Maintain a cumulative grade point average of 2.0 in the upper division courses.

Requirements for the Minor
1. Five courses including Computer Science 161 or 155 (but not both), 262 and 381
   Computer Science 161 should be taken instead of 155; however, it is possible for a student who has done well in Computer Science 155 and who has the permission of the instructor to proceed to Computer Science 262 and thence to complete a minor.
2. Maintain a cumulative grade point average of 2.0 in the five units.

Course Offerings
155 Introduction to Computer Science for Liberal Arts
   Partial fulfillment of the quantitative requirement. The objective is to train business and liberal arts students in the use of the computer. Topics include the development of the computer, the role of the computer in society and an introduction to computer programming with applications in Business, Humanities and Social Sciences. Meets a Quantification core requirement.

161 Introduction to Computer Science
   Introduction to computer programming in FORTRAN IV and BASIC. This course affords the basic knowledge and experience needed to use computers effectively in the solution of problems. It can be a service course for students in such fields as business, science, and mathematics as well as an introductory course for the computer science minor. Prerequisite: three years of high school math, or Math 111 or equivalent. Meets a Quantification core requirement.

255 Business Data Processing
   Introduction to data processing with emphasis on programming. Introduction to COBOL and RPG II with applications to business problems. Prerequisite: Computer Science 155 or 161.
261 Computer Science II Advanced topics for FORTRAN and BASIC. Structured programming. Brief introduction to discrete-structures. Introduction to data-structures, matrix operations and file processing. Prerequisite: Computer Science 161 or Computer Science 155 with permission of instructor.

Numerical Analysis See Mathematics 310.

361 Data Structures The study of sequential and linked allocation of linear data structures: tables, arrays, stacks, queues, searching and sorting; circular and doubly linked lists, trees and treaded lists, multilinked structures and composite inquiries. Prerequisites: CSci 255, Math 232 or permission of instructor.

362 Analysis of Algorithms The analysis of algorithms: tools and methods, measures of complexity and theoretical consideration of computability. Prerequisites: CSci 261 or permission of instructor.

381 Assembly Language and Computer Architecture Introduction to machine and assembly language, machine organization and structure, internal representation and processing of data, use of macro language. Introduction to compilers and interpreters. Prerequisite: Computer Science 162.

382 Systems Programming Operating systems fundamentals. Parallel processing and interrupt handling. Multiprogramming and time-sharing systems. System modules and utility programs.

481 Compilers and Compiler Writing The study of formal language theory and application of the compilation process (algorithms and data structures). The student will write a compiler or interpreter for a subset of an ALGOL-like language. Prerequisites: CSci 361 and CSci 381 (may be taken concurrently) or permission of instructor.

Management Information Systems See Business and Public Administration 367.

**ECONOMICS**

Professor: Ernest Combs, Chair
Assistant Professor: Bruce Mann, Michael Veseth, Douglas E. Goodman, Wade Hands

**ABOUT THE DEPARTMENT**
Economics focuses on the basic problem of making intelligent individual and social choices in a world of scarcity. A student who spends four years wrestling with this problem and the sophisticated analytical techniques necessary to resolve it should not only become more alert to the complexities of society but should be able to make more intelligent decisions as an adult member of that society. At the same time, his or her analytical powers will be sharpened considerably. In order to prepare graduates for a variety of meaningful and satisfying occupations, requirements are minimized, enabling Economics majors to take appropriate courses in other disciplines. Those students interested in obtaining a Master's degree or a Ph.D. in Economics are encouraged to take Mathematics—algebra and calculus or linear algebra. Those students who wish to enter the job market immediately after receiving the Bachelor of Arts are encouraged to take courses in Business Administration.

Economics also provides an excellent background for graduate work in Law and Business Administration. Currently, a number of interesting graduate programs in Environmental Economics and the Economics of Medicine are offered. Majors in Science, Mathematics, Politics and Government, Comparative Sociology, or Business Administration should consider a double major in Economics. It will considerably enrich their education and will give them greater flexibility in choosing a graduate program, e.g., double major in Economics and Environmental Science or Computer Science. Majors in Economics and Mathematics is excellent preparation for a graduate degree in Operations Research and Econometrics, a double major in Politics and Government and Economics will enable a Ph.D. candidate in Political Science to choose a minor field in Economics and thus enhance his or her professional career and improve his or her ability to compete in the job market.

**REQUIREMENTS FOR THE MAJOR**
In order better to satisfy the individual needs of select majors, a three track program has been developed. Track I is an unusually high quality program specifically designed for those intending to pursue Master's and Doctor's degrees in Economics, Business Administration, Public Administration, and Operations Research. It leads to the Bachelor of Science degree. Track II is a high quality degree program designed for the economics major who may go to graduate school but initially plans to enter the job market. Track III is designed for double majors and pre-law students who do not wish the degree of quantitative rigor of the Track II program. Track II and III students can pursue graduate work in Business Administration, Public Administration, and Economics with additional course work in Mathematics. The three track system is shown below:

**TRACK I**
Math 121, 122, 220 or 221, 232, 371, 372; Econ 101, 110, 301, 310, 401. One course minimum from upper level Economics.* 12 unit total.

**TRACK II**
Math 257, 258, 272; Econ 101, 110, 301, 310, and one of the following: 401, 402, 403, 404. Two courses from upper level Economics.* 10 unit total.

**TRACK III**
Math 257, 272; Econ 101, 110, 301, 310, and one of the following: 402, 403, 404. Three courses from upper level Economics.* 10 unit total.

*Acceptable upper level electives include Econ 321, 322, 331, 341, 351, 361, 371, 401, 402, 403, 404

**REQUIREMENTS FOR THE MINOR**
Completion of 5 units to include:
1. Economics 101, 110, and 301 or 310.
2. 2 upper level electives from the following list: 301, 310, 321, 322, 331, 341, 351, 361, 371, 401, 402, 403, 404

**COURSE OFFERINGS**
101A Principles of Economics: Micro Analysis of the concepts and principles of microeconomics and contemporary problems and policies. Meets a Society core requirement.
Economics

101E Principles of Economics: Micro, An Environmental Approach Analysis of the concepts and principles of microeconomics and contemporary problems and policies as they relate to the environment. Meets a Society core requirement.


110 Principles of Economics: Macro The national economy is analyzed with emphasis on understanding the forces which cause economic problems and the policies which can be used to solve them. The causes and effects of inflation and unemployment, the economic impacts of monetary and fiscal policies, the role of money and banks in the economy, and the impact of exchange rates and international trade on national economic conditions are included. Meets a Society core requirement.

110E Principles of Economics: Macro, An East Asian Approach The functioning of the national economies of China and Japan. Includes analyses of the causes of unemployment and inflation in the two countries; role of monetary and fiscal policies in two very different political economic systems; determinants of the levels of aggregate economic activity; importance of money and banks; importance of balance of payments. Meets a Society core requirement.

200 Introduction to Economics A terminal course for students without college background in economics. This course explores the functioning of markets, the basis for economic decisions in the private sector and analysis of the national and international economies. Meets a Society core requirement.

301 Intermediate Microeconomic Theory Consumption, production, and pricing under perfect and imperfect competitive conditions; welfare economics, general equilibrium analysis. Prerequisites: Economics 101 and Mathematics 257

310 Intermediate Macroeconomic Theory Basic principles of national income determination. Selected special problems: effect of changes in price levels upon macroeconomic equilibrium; role of foreign trade and payments; economic growth. Prerequisites: Economics 101, 110, and Mathematics 257.

321 History of Economic Doctrine Development of economic thought from mercantilists until the 20th century. Relation of economic doctrines to other scientific thought. Prerequisites: Economics 101, 110.

322 Recent History of Economic Doctrine Development of economic thought during the 20th century. Relation of economic doctrine to other scientific thought of the period. Prerequisites: Economics 101, 110.

331 The Economics of Money & Banking The role of money in a modern economy. Financial and monetary institutions and theories. Prerequisites: Economics 101, 110.

341 Urban Economics Economic analysis of the urban sector of the economy, primarily employing the tools of microeconomics. Topics include: location theory, urban growth and development, income and poverty, supply of and demand for local public goods, housing problems and policies, and transportation systems. Prerequisites: Economics 101. Meets a Society core requirement.

351 Environmental Economics Economic consequences of overpopulation, air pollution, water pollution, waste disposal, exhaustion of natural resources, governmental policies designed to cope with these problems. Prerequisite: Economics 101. Meets a Society core requirement.

361 The Economics of Public Finance This overview of the economics of the public sector includes 1) the economic theory of government intervention, 2) government spending decisions, 3) the economic impact of taxation by federal, state, and local governments, and 4) an examination of fiscal federalism. Prerequisites: Economics 101, 110.

371 International Economics With an overview of the economic relations among nations and the impacts of those relations on micro- and macroeconomic decisions, this course analyzes the theory of international trade and of trade restrictions and common markets included are exchange rates and their effect on firms and governments, international economic policies, the role of national policies in open economies and the theory of cartels. Prerequisites: Economics 101, 110.

401 Mathematical Economics Senior seminar which applies calculus and linear algebra to the analysis of microeconomic theory. The tools of mathematical optimization and programming and game theory are developed with direct application to the analysis of the problems of consumer behavior, the theory of the firm, market equilibria, imperfect competition, and linear programming. Prerequisites: Economics 301, and one semester each of differential calculus and linear algebra.

402 Manpower and Human Resource Economics Senior seminar devoted to a microeconomic analysis of the labor sector in the U.S. economy. Emphasis is on the allocation and distribution of time as an economic resource. Topics include: supply of effort, marginal productivity theory of distribution, dual labor market theory, market imperfections, job search, human capital theory and manpower training programs. Prerequisites: Economics 301, Mathematics 272 or 372.

403 Monetary Economics Senior seminar concerned with the role of money in modern economic theory. The demand for money and the monetary mechanism are examined from the neo-classical, Keynesian, and monetarist points of view. Inflation, interest rates, and the role of money in economic activity are also discussed. Prerequisites: Economics 301, 310; Mathematics 272 or 372.

404 Economic Growth and Development Senior seminar concerned with the process of economic growth and development in advanced and less developed economies. Examines functional relationships of technological change, education, population, savings, investment and economic growth and development. Prerequisites: Economics 301, 310, and Mathematics 272 or 372.

497-498 Internship Credit, 1/4, 1/2, or 1 unit. Work experience related to an academic program in economics. Actual placements are determined by mutual agreement between the student and department faculty.
The School of Education has developed courses which will lead to Washington state endorsement in Special Education at the elementary school level. This is subject to approval by the Office of the Superintendent of Public Instruction.

**TEACHER CERTIFICATION PROGRAMS**

The State of Washington issues Provisional Certificates and Standard Certificates to applicants who have completed the accredited Teacher Education program of the University and are recommended by the School of Education.

The School of Education provides three programs of preparation for teaching:

1. A program that leads to the Washington Provisional Elementary Certificate with recommendation for assignment to the elementary or junior high school level.
2. A program that leads to the Washington Provisional Secondary Certificate with recommendation for assignment to the junior or senior high school level.
3. A dual-recommendation program that requires preparation and competence at both elementary and secondary levels, and leads to the Provisional Certificate with recommendation for assignment to either level.

The Provisional Certificate is valid for a three-year period and renewable for an additional three-year period. The Standard Certificate is issued upon completion of three years of satisfactory educational service on the K–12 level and the fifth year of college study.

The School of Education will disseminate information on appropriate changes in graduate and undergraduate programs in accord with recently adopted Washington State requirements.

**REQUIREMENTS FOR THE MAJOR**

Every student wishing to prepare for a teaching career in the public schools should declare that intention at the time of initial enrollment in the University, or as soon thereafter as the decision is reached. Detailed information concerning teacher certification requirements may be obtained from the School of Education.

Each student is responsible for planning a University program to meet both the requirements for a degree and requirements for a teaching certificate.

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REQUIREMENTS FOR THE ELEMENTARY CERTIFICATE

The program leading to the Washington Provisional Elementary Teaching Certificate requires completion (with a grade of C or better) of the following non-professional courses to include:
1) one unit Written Communication 2) one unit Oral Communication 3) Math 341

In addition to the above stated requirements, candidates are required to complete five units in each of two academic areas which may be selected from:
1. Language Arts
2. Mathematics and Science
3. Social Studies
4. Health and Physical Education
5. Fine and Applied Arts
6. Humanities

The following professional Education courses are required:
1) Education 301, 302, 345, 346, 348, 349, 350, 365, 401 (3.5 units), 415, 416, and 2) Music 377.

REQUIREMENTS FOR THE SECONDARY CERTIFICATE

The program leading to the Provisional Secondary Teaching Certificate requires completion of the following non-professional courses to include:
1) one unit written communication
2) one unit oral communication

In addition to the general requirements for the major, the following professional Education courses are required: Education 301, 302, 359, 360, 402 (3.5 units), 415, and 416.

Teaching at the secondary level requires completion of degree requirements in one of the following areas:
1. Art
2. Biology
3. Chemistry
4. Communication and Theatre Arts
5. English
6. Foreign Language
7. French
8. German
9. History
10. Mathematics
11. Music
12. Natural Science
13. Physical Education
14. Physics
15. Psychology
16. Social Science
17. Sociology
18. History, and Politics and Government

TEACHING MINORS

The following teaching minors are allowed for secondary teachers:
1. Art
2. Biology
3. Chemistry
4. English
5. French
6. German
7. Geology
8. History
9. Physical Education
10. Politics & Government
11. Sociology
12. Spanish
13. Speech
14. Theatre

REQUIREMENTS FOR TEACHING AT THE JUNIOR HIGH SCHOOL LEVEL

Teaching at this level can be authorized under both the Elementary and the Secondary Certificate. The non-professional and professional requirements for students interested in the junior high school level of teaching will be adapted from existing programs leading to elementary and secondary certification.

TRANSFER AND POSTGRADUATE STUDENTS

While these students must meet the basic requirements for admission to Teacher Education, certain adaptations in the non-professional and professional requirements due to their previous college work may be possible. Each student's previous academic and professional work will be evaluated and a plan designed to meet each individual's needs for certification under one of the preceding programs.

TEACHER PLACEMENT SERVICE

Assistance in securing a teaching position will be given by the University Placement Bureau. This service is open to all seniors and graduates of the School of Education and to other certified teachers who have taken at least 4 units of work in residence. Graduate students in Elementary or Secondary education will be contacted by Career Services prior to graduation. Students must complete all necessary forms needed for credential files.

FIFTH YEAR OF COLLEGE PREPARATION

The University of Puget Sound offers both academic and professional course work which can be used to meet the fifth year requirements established by the State of Washington for the issuance of the Standard Certification.

The fifth year must include a minimum of 9 units (45 quarter hours), one-half of which must be upper division or graduate work. It shall include study in both academic and professional fields.

Complete details about the fifth year requirements can be obtained by contacting the Certification Advisor in the School of Education.

A teacher who completes the fifth year at the University of Puget Sound may be eligible for the Bachelor of Education degree. With careful planning and prior approval, an individual may qualify for the Master of Education degree.

For information concerning graduate programs in Education, see the Graduate Studies Bulletin or contact the Director, School of Education.

BACHELOR OF EDUCATION

The degree of Bachelor of Education is a post-graduate degree conferred on students who have completed a fifth year of college and who have met the following standards:

1. Possession of a standard bachelor's degree from an accredited institution of higher learning (when the major for the degree was not Education);
2. Fulfillment of the requirements for a regular Washington State teaching certificate;
3. Completion of not less than nine units of college work after receipt of the bachelor's degree; one-half of which must be upper level or graduate credit;
4. Completion of not less than seven units of education, graduate and undergraduate, including the courses required for the certificate presented in statement 2 above;
5. Attainment of a cumulative grade point average of 2.25 or higher for admission to, and completion of, the degree;
6. Fulfillment of the residence and credit requirements of the University of Puget Sound for a degree;
7. Work used for this degree may not be counted toward a master's degree.

COURSE OFFERINGS

203 Career Awareness Credit, 1/2 unit. This course is designed to assist students in developing and implementing personal career goals. Topics to be examined include: theories of career development, career decision-making, occupational classification systems, assessment of personal skills and values.

301 Introduction to Teaching Field experience, to allow students to ascertain commitment to the educational profession. Provides direct work experience with teachers in school setting. Must plan a three-hour block, either morning or afternoon, in a selected school district. Prerequisite to all other Education courses. Taken concurrently with Education 302.
302 Psychological Foundations of Education  Major theoretical concepts related to human development, learning, teaching-learning process: development of effective teaching-learning strategies, application to immediate future instructional tasks. Prerequisites: General Psychology. Education 301, cumulative grade point average of 2.25 or higher. Required for provisional certificates.

303 Introduction to Special Education  An overview of the recognized groups of exceptional children from severely impaired to gifted. Programs of education for atypical children will be explored as well as current trends in special education.

304 Introduction to Urban Education  Fundamental aspects of “inner city” problems. Class lectures, discussions, readings in urban sociology and education. Films, field experiences, guest speakers, simulation techniques.

306 Humanistic Education & Group Processes  Integrating intellectual, emotional, experimental learning, teaching skills and techniques; classroom applications.


345 Social Studies in the Elementary School  Teaching strategies; current research, practical aspects of teaching social studies. Laboratory experiences and micro-teaching. Prerequisites: Education 301, 302.

347 Activities in the Elementary School  Introduces basic principles for teaching art, music, physical education in the elementary school. Instructors are specialists from the three departments. Strongly recommended for every elementary teacher.

349 Reading and Language Arts in the Elementary School  Language arts as interrelated communication processes; analysis of program objectives, methods, materials, development of teaching-learning strategies in laboratory school settings. Prerequisites: Education 301, 302.

350 Mathematics in the Elementary School  Techniques of teaching elementary school mathematics, examination of texts, reports from book consultants, films, class presentations, individual tutoring of elementary students. Prerequisites: Education 301, 302, or permission of instructor. Mathematics 341 must be taken prior to or concurrently with this course.

359 Teaching Strategies in the Secondary School  Curricular, organization patterns in secondary schools; emphasis on teaching techniques (i.e., lecture, seminar, inquiry questioning strategies, and use of community resources). An additional unit in teaching subject matter is to be taught in each of the academic departments having teacher education candidates. Course intended for juniors.

360 Teaching Secondary Reading in the Content Fields  Reading problems, programs, techniques of teaching reading for prospective practicing secondary teachers; emphasis on developmental reading, a focus on how reading fits into a language curriculum.

365 Science for Elementary Teachers  Background in biological, physical sciences recommended. Development of skills in using a science program and materials into a learning experience for children. Prerequisites: Education 301, 302.

380 Nursery, Kindergarten Education  Designed to acquaint students with current theories, practices for the pre-school primary-aged child. Emphasis on curriculum (including reading readiness), organization and scheduling. Prerequisite: Education 301.

401 Elementary School Student Teaching  Credit 4 units. Directed student teaching in student's preferred grade of public elementary schools, daily for a full term; seminar in advanced methods included. School of Education endorsement required. Required for the Provisional Elementary Certificate. Prerequisites: Educ. 349, 350 and 1 additional Methods course.

402 Secondary School Student Teaching  Credit 4 units. Directed student teaching in the student's major and minor fields of concentration at the junior high and/or high school level for 4-6 class periods daily during a full term. Seminars will be arranged. Prerequisites: Education 301, 302, 359. School of Education and major department endorsement required.

403 Undergraduate Practicum  Credit, maximum 2 units. Field experience. Application of special skills, techniques, theories. Permission of instructor and the Director of Undergraduate Studies in Education required.

404 Undergraduate Internship  Credit: arranged; maximum 4 units. Field experience. Independent responsibility for an educational program in student's area of specialization. Permission of instructor and the Director of Undergraduate Studies in Education required.

406 Workshop in Education  Credit arranged. Provides opportunity to explore new curricular offerings on short-term basis.

410/510 Creative Drama  Creative movement, pantomime, improvisation, role playing, dramatization of literature. Emphasis on solving problems of acting out feelings in non-audience situation. Initiating drama in the classroom; side-coaching and incorporating drama into reading and writing. For elementary and middle school teachers. Prerequisite: Education 349 or 359 or permission of instructor.

417 Philosophical and Social Foundations of Education  Provides perspective for coping with today's conflicting views of the role of the school and teachers. Enrollment immediately before or immediately after student teaching recommended.

418 Comparative Education  Values underlie education This course provides an opportunity to examine the educational systems in several countries around the world. Special emphasis will be put on the ways in which formal and informal education reflect and transmit the values of any society.

425 Teaching in the Junior High School  Philosophy, aims of junior high school education; current developments.

460 Audiovisual Aids in Teaching  Development of materials to facilitate instruction and learning. Open to undergraduate and graduate students.

471  Problems and Issues in the Diagnosis and Remediation of Learning Disabilities  Current practices in diagnosis and remediation. Emphasis on academic achievement, language, perceptual disorders. Etiological, diagnostic-remedial and task-analytic views of learning problems will be related to principles for working with children with learning disabilities.

480  Minority Problems in Early Childhood Education  Problems of working with bilingual-bicultural children in day care, nursery school and primary grades. Emphasis on early stimulation and adjustments to the traditional curriculum. Prerequisite: Education 301.

481  Compensatory Programs in Early Childhood Education  The origins, purpose, and nature of individual model programs recommended for disadvantaged children at pre-school and primary levels. Laboratory experience will be provided. Prerequisite: Education 301.

493/494  Seminar in Education  Credit arranged. Undergraduate seminars to provide opportunity for implementation of special topics by students and faculty.

495/496  Undergraduate Independent Study  Credit arranged. Independent study in specific areas. Written proposals required in advance. Permission of the instructor and Director of Undergraduate Studies in Education is required.

501  Introduction to Educational Research  Basic methods employed in conducting research in education.

502  Human Development and Learning  Theories of human development and learning; applications to instructional tasks; individualization of instruction to developmental needs; tasks, abilities.

503  Practicum  Credit arranged; maximum 2 units. Field experience to provide student with opportunities to apply special skills, techniques, theories. Permission of instructor and Director of Graduate Studies in Education required.

506  Workshop in Education  Credit arranged. Developed by faculty and students to provide an opportunity to explore new curricular offerings on a short-term basis.

516  Philosophy of Education  Nature meaning of philosophy as related to education; attempt to formulate a sound educational philosophy for the United States. Required for the Master of Education degree.

517  Comparative Education  Comparative analysis of national systems of education.

518  Early Childhood: Trends and Issues  Designed to acquaint students with current trends and issues concerning preschools, kindergartens and primary areas. Prerequisite: Education 501.

519  Current Issues and Trends  Credit. ½ unit. Important aspects of education today.

520  Curriculum Development  Examination of theories and practices of curriculum development in American elementary and secondary schools.

521  Analysis of Teaching  Credit. ½ unit. Current observation techniques; emphasis on clinical supervision cycle; development of trust relationships; communication skills; task behavior analysis.


524  Uses of Language in the Classroom  Credit. ½ unit. Intended for teachers and curriculum specialists with responsibilities for the development of students' oral and written language skills. Focus of the course is upon language as a primary medium of instruction and as the content of study in language arts and reading programs.

525  Changing Language Arts Curriculum, K-12  Credit. ½ unit. Curriculum patterns, issues in the language arts, critique of methods and materials, development of effective programs, procedures.

529  Essential Elements of Instruction  Based upon Institutional Theory into Practice as set forth by Dr. Madeline Hunter of UCLA to analyze the crucial elements of instruction. Seminars, discussions, practice.

530  Educational Supervision  Credit. ½ unit. To familiarize classroom teachers with student teaching programs. University teacher education program, observation techniques; analysis, evaluation of teaching performance. Classroom teaching experience recommended.

531  Piaget: Educational Implications  Explores general implications of Piaget's theory for the educational setting including early childhood programs for educationally handicapped. Implications of Piaget's theory in mathematics.

535  Introduction to Counseling  Basic skills and knowledge of counseling are taught and the perspective on counseling is introduced. A human potential group is included to introduce the student to the personal growth process necessary to become an effective counselor.

537  Management and Accountability for Counselors  Credit. ½ unit. A study of the Result System Management model. Students learn to be accountable for results rather than procedures. Prerequisites: Education 535, 538, 539, 540 and 541.

538  Theories of Counseling  Individual intervention technology as derived from basic theories such as Gestalt, Transactional Analysis, and non-directive. Prerequisite: Education 535.

540  Counseling Methods  Continuation of individual intervention technology to include behavior modification, art and poetry therapy. Prerequisites: Education 535 and 538.

541  Diagnosis of Human Behavior  Diagnostic technology. Methods of understanding behavior, according to several psychological theories. Prerequisites: Education 535 and 538.

542  Group Leadership  Group leadership and use of interventions in the group setting. Prerequisites: Education 535 and 538.

543  The Technology of Guidance  Diagnosis technology through the use of psychological instruments and other data producing technologies. Prerequisites: Education 535, 538, 539, 540, and 541.

545  Career Development  Career development programs. Prerequisites: Education 535 and 538.

551  Administration of School Libraries  Objectives, organization, administration of school libraries, discussion of standards, study of routines, including circulation, care of materials.

552  Children's Literature  Credit. ½ unit. Development of children's literature; reading, evaluation of books for elementary school children.
553 Young People's Literature Credit: 1/2 unit. Recreational curriculum-related literature read by junior and senior high school students.

554 Reference Credit: 1/2 unit. Basic reference books, reference methods, use of card catalog, indices, bibliographies, etc.

555 Selection of Library Materials Credit: 1/2 unit. Selection of materials of all kinds—books, magazines, pamphlets, pictures, films, records, etc.—to meet needs of the school curriculum.

556 Classification and Cataloging Basic classification, cataloging of books, other school library materials.

558 Instructional Design Planning, operation of instructional materials centers: acquisition, cataloging of materials: local production of learning resources.

561 Reading, Diagnosis and Correction Corrective reading theory: informal and standardized diagnostic materials: teaching procedures, materials for the mildly disabled reader. Concurrent registration in a practicum in Corrective Reading recommended.

562 Diagnosis and Remediation of Severe Reading Disabilities Remedial reading theory: diagnostic case study of severely disabled reader: analysis of suitable materials: specialized techniques of instruction. Registration after Education 561 and concurrent with a practicum in Remedial Reading recommended.

564 Psychology of Reading Credit: 1/2 unit. Aspects of cognitive, attitudinal, psychomotor, physiological development as they affect individual styles in learning, teaching of reading.


575 Administrative Problems Credit: 1/2 unit. Analysis of typical administrative problems and identification of alternative methods for organization. Problem solving will be developed through use of simulated situations and case studies.

576 Educational Leadership Credit: 1/2 unit. Comparison of leadership styles to leader personality and to organizational situation. Leadership theory, group processes, and basic communication.

577 School and Community Relations Credit: 1/2 unit. Place of school in the community: use of buildings for community functions: participation of the school personnel in community activities: use of community resources to further school purposes.


579 The Public Schools and Due Process Credit: 1/2 unit. Student and teacher rights and responsibilities. Emphasizes differences between the Washington Administrative Code, State Board Regulations and Local School Board policy.

580 Research in Early Childhood Education Emphasis on research concerning the growth and development of the young child age two through eight. Prerequisite: Education 501

585 Design and Administration of Early Childhood Education Programs Historical, contemporary philosophies exploring what children need to know, want to know, are capable of knowing. Philosophies of physical, mental, emotional education, combinations of these as related to child's age, personality, design of curricula from points of view of Montessori, Dewey, Piaget, Maslow, Nimsicht.

590 Internship Credit arranged; maximum 4 units. A field experience. Independent responsibility for an educational program in student's area of specialization. Prerequisite permission of instructor and Director of Graduate Studies in Education.

595/596 Independent Study Credit and time to be arranged.

607 Research Seminar Credit arranged. Exploration of programs in areas not found in curricular offerings.

638 Individual Counseling Practicum Credit arranged. Audio and videotapes are used for intensive supervision of individualized counseling. One-way class supervision and immediate feedback sessions form the core of this experience. Students also participate in personal growth group. Prerequisite: all counselor education course work.

639 Group Counseling Practicum Credit arranged. Supervised practicum in group counseling techniques. Students function as group leaders in human potential groups for students enrolled in Education 437. Students also participate in a personal growth group as members. Prerequisite: all counselor education course work.

640 Advanced Counseling Practicum Credit, 1/2 unit. Students carry small case loads and receive supervision at UPS Counseling Center. Prerequisite: Education 638

642 Internship in Guidance and Counseling A field placement under team supervision. The result system management model is used to account for results during the internship. Students desiring an Educational Staff Associate Certificate for Washington State School Counseling must serve an internship in a public or private school in grades kindergarten through twelve.

690 Final Evaluation Seminar in Counseling Counseling competencies are assessed as a basis for graduation and Educational Staff Associate Certification. Prerequisite: all counselor education course work or competency.

697 Master's Project Credit arranged; maximum 2 units. An extended project conducted under the direction of the student's advisor. Designed to permit a wider range of activities than normally acceptable under the more formal thesis requirement.

ENGLISH

Professor: Francis Cousens, Charles Frank, Philip Hager, Tim Hansen, Chair; Florence Sandler, Rosemary Van Arsdel, Esther Wagner

Associate Professor: LeRoy Annis (on leave 1980-81), Barry Bauska, Ralph Corkrum (on leave spring 1981), Michael Curley, Robert Garratt

ABOUT THE DEPARTMENT

The Department of English offers courses leading to a Bachelor of Arts degree and Master of Arts degree with opportunities to study English and American literature, literature and linguistics, literature and creative writing, or English and comparative literature. Areas of concentration may be arranged by consultation with the English faculty. A list of the courses, together with options, may be obtained from the English Department office.

LANGUAGE REQUIREMENT

The English Department urges but does not require its majors to demonstrate intermediate level competence in a foreign language. Students who have satisfactorily completed two years of college-level language study (or its equivalent) are eligible to have En1 Provisio Foreign Language Option Fullfilled" printed on their official University transcript. This acknowledgement will be 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.

Note: There is no foreign language requirement for the English minor.

REQUIREMENTS FOR THE MAJOR IN LITERATURE

Core courses (four of the following): English 220, Introduction to Literature; English 241, English Literature I; English 242, English Literature II; English 243, American Literature; English 255, 351 or 352, Shakespeare.

REQUIREMENTS FOR THE MINOR IN LITERATURE

Five units, to include three units selected from the list of required courses for the major, and two units selected from other English courses at the 300 level or above.

REQUIREMENTS FOR THE MAJOR IN WRITING

1. Four units selected from the following courses, of which one must be Advanced Composition or Writing and Rhetoric.
2. Introductory Creative Writing: Poetry.
3. Introductory Creative Writing: Prose.
4. Advanced Creative Writing: Prose.
5. Introduction to Newswriting.
6. The Writing Institute, 1 unit.
7. Two units selected from the following courses: Introduction to Literature, Linguistics History of English Language, Literary Theory.
8. Three units selected from other English courses at the 300 level or above.
(Shakespeare courses may be presented in this category.)
Total: 10 units.

REQUIREMENTS FOR THE MINOR IN WRITING

Five units, to include three units from the first two categories for the major in writing, and two units from any other courses in English at the 300 level or above (Shakespeare included).

COURSE OFFERINGS

101 Freshman Writing Extensive and intensive practice in writing. A book of readings and a manual are selected by each instructor, according to the special interest of the seminar. Every student paper discussed in oneto-one conference with instructor. Seminar topics include Characters in Conflict: Greek Heritage, The American Dream, Mythology, Primitive and Contemporary, Search for Meaning and Value, About Ideas. Literature and American Cultural Groups, Modern Literature, American Life Styles, World of Make-Believe, Understanding and Evaluating Literature, Literature of Education, History; The Biographical Approach, Developing a Personal Writing Style, Expository Writing, Writing Tellingly, A Human Process, In Literature: Writing To Make a Point.

201 Advanced Composition Practice in writing longer papers; organizing, paragraphing, revising, vocabulary building and spelling review.

202 Introductory Creative Writing: Prose Introduction to the theory and practice of creative writing in prose: short fiction and the personal essay.

203 Introductory Creative Writing: Poetry How is poetry created? An introduction to the theory and practice of writing and criticizing poetry, through reading, writing, and personal contact with poets.

209 Introduction to Newswriting Fundamentals of the journalistic style of writing, including standard editing, writing the basic news story, fact-finding, writing from speeches and interviews, some feature writing, and speakers from mass media.

220 Introduction to Literature Literature as a particular kind of human creative expression, how the stories, dramas and poems which become literature differ from other written materials.

221 Ancient Near East Through a study of the art and literature which has come to light through archaeological digs, an exploration of how those cultural concepts came about which have been transmitted to us through Judaism, Christianity and other western religions which originated in the Near East.

222 Greco-Roman World A survey, through some of the most important Greco-Roman writings, of the intellectual history of the ancient world. Texts from the time of Homer to St. Augustine studied as reflections of their historical setting and as influences upon the intellectual character of our own time.

231 World Literature I, From Origins to the Modern World From ancient Babylon and Egypt to the present day, East and West, some major works of literature which are seen as the expression of universal human experience in different cultural and temporal contexts.

232 World Literature II, Legends, Myths, and National Epics National literature generated by popular legends and the major Greek, Roman, and Scandinavian myths. Satisfies Humanistic Perspective core requirement.

234 Autobiography/Biography: The Self as Hero In this course the student will examine the autobiography and autobiography forms of literature, focusing on the writer as subject and the problem of objectivity. Special consideration is given to the ideas of what the writer wishes to reveal about himself or herself in autobiography. Satisfies Humanistic Perspective core requirement.
236 Women in Literature The feminine experience in its literary expression; the varying images of women in literature; women who have become successful authors. Satisfies Humanistic Perspective core requirement.

237 Popular Literature Mystery stories, romance, westerns, counter-culture literature, minority fiction, propaganda, and science fiction; how popular literature draws upon a rich and complex tradition of theme, genre, language, character.

239 Ethical Choice in Literature A look at man the thinker, through the eyes of authors ancient and modern; the imaginative literature in which man's ethical choice is of primary importance. Satisfies Humanistic Perspective core requirement.

240 The Historical Tradition of Literature: Britain This course presents an historical and critical survey of British literature from its origins to the present, or of a major phase of it. Emphasis is on the way literature both embodies and reflects historical and intellectual experience. The course will cover British literature either from the Anglo-Saxon Period to the Enlightenment or from the Industrial Revolution to the Modern Age. Consult the department for details. Satisfies Historical Perspective core requirement.

241/242 Survey of British Literature I, II Historical and critical survey of British literature, from beginning to present. Satisfies Humanistic Perspective core requirement.

243 Survey of American Literature Historical and critical survey of American literature, from beginning to present.

245 Nineteenth Century Studies A broad view of aesthetic trends in England and on the Continent during the 19th century: history, literature, science, art, music.

251 Shakespeare at Ashland A study of the dramatic works of William Shakespeare, through reading the plays and seeing them produced at the Ashland Shakespeare Festival. Satisfies Fine Arts core requirement.

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

301/501 Writing and Rhetoric The various methods by which a writing assignment may be approached, comparison and contrast, classification, extended definition, cause and effect, process, analogy. Methods of revision and proofreading.

304/504 History of the English Language Investigates the family tree of modern English, from its British and American branches to its Anglo-Saxon roots.

305/505 Linguistics This course examines various linguistic theories in relationship to English in particular and language in general. This includes the theoretical foundation of conventional grammar as well as that of descriptive, transformational-generative and stratificational linguistics. Specific problems in describing, analyzing, and learning language will be explored. Basically, this course deals with sounds, structure, and meaning in natural languages and their implications for so-called artificial languages and symbol-systems. Satisfies Comparative Values core requirement.

309/509 Advanced Newswriting Writing the feature and interpretive stories; editorial writing; writing for radio and television. Prerequisite: English 209 or permission of instructor.

314/514 Literary Theory The nature, function and purpose of imaginative literature in Western civilization; ideas of literary expression; relationships between literature, perception and reality, and the ethical role of imaginative writing. Satisfies Comparative Values core requirement.

330/530 Liberty, Authority and State in 16th and 17th Century England An historical and literary analysis, tracing the ramifications of the Protestant Reformation in English society and culture from 1520 to 1688. Particular attention to literature and politics.

351/551 Shakespeare Close study of selected plays of Shakespeare, with particular emphasis upon recurring themes, motifs, images, and dramatic techniques.

352/552 Shakespeare Through a study of selected plays, an introduction to the poetry and penetrating insight of William Shakespeare.

360/560 Major Authors Selected major writers in English, American, world literature. A different selection offered each term: Twain, Adams, James Joyce, Lawrence, Shaw, William Blake, Thomas Hardy.

362/562 Literary Genre: Poetry Satisfies Fine Arts core requirement.

363/563 Literary Genre: Drama Satisfies Fine Arts core requirement.

364/564 Literary Genre: Prose (fiction) Satisfies Fine Arts core requirement.

365/565 Literary Genre: Prose (non-fiction) Literature studied according to its major types or classes: poetry, fiction, drama, non-fiction such as autobiography/biography, and the literary essay. The formal and technical aspects of each type: its conventions and its development as modern literature.

367/567 Literary Theme The central or dominating subjects or ideas which produce and develop a unity in a literary work or works. Satisfies Comparative Values core requirement.

401 The Writing Institute Advanced course for experienced writers expecting to use writing seriously in careers. The course is divided chronologically into three sections. The first offers intensive review of the principles of writing, and the polishing of style and rhetoric. Section two deals with techniques of editing, proofreading, revision. The third section consists of a "language internship" in a business, professional or scientific situation in which people are hired because they can write. Prerequisite: interview and permission of instructor.

402/502 Advanced Creative Writing: Prose Advanced studies in the writing of fiction and non-fiction.
403/503 Advanced Creative Writing: Poetry
Intensive work in the writing and criticism of poetry. Prerequisite: English 202 or permission of instructor.

421/521 Colonial American Literature
Primarily, the literature of colonia: New England which exemplifies the Puritan attempt to apply a Biblical ideal to life in the American wilderness. The Puritans' typological idea of history and the preoccupation with conscience which left as its legacy a peculiarly American self-consciousness.

422/522 American Literature: Revolution to Civil War
How American 19th century authors developed a new literature of great distinction, largely formulated in their withdrawal from the mainstream of American history. The particular significance of such writers as Jefferson, Irving, Thoreau, Emerson, Poe, Hawthorne, Melville, Whitman and Dickinson.

423/523 American Literature: The Civil War to WWI
Major writers and trends in American literature between the Civil War and World War I.

424/524 American Literature Since WWI
Major writers and trends in American literature since World War I.

448/548 Medieval Literature
This course attempts to focus on the conflicting value systems of Roman, Nordic and Celtic paganism through the analysis of representative literary, historical and philosophical texts of the Medieval West. The principal aim of the course is to understand the process of the "transvaluation" of pagan culture by Medieval Christian thinkers and to measure the impact that this revolution has had on our own assumptions. Satisfies Comparative Values core requirement.

450/550 The English Renaissance
The major literary figures of the English Renaissance, including Sidney, Marlowe, and Spenser. Emphasis on poetry and drama.

453/553 Milton & His Contemporaries
Major poets of Milton; works by other writers of the 17th century, including Donne, Herbert and Marvell.

456/556 The Age of Wits
English literature from the restoration of Charles II to the death of Samuel Johnson, with emphasis on satire, neoclassicism, and Augustan humanism. Such literary figures as Dryden, Swift, Pope, Fielding, Hogarth and Johnson are read in the context of their intellectual, political and cultural milieu.

457/557 The English Romantics
Readings in poetry and prose from the late 18th and early 19th centuries, including the works of Wordsworth, Coleridge, Byron, Keats and Shelley, among others. Satisfies Comparative Values core requirement.

458/558 The English Victorians
Major English Victorian literary figures, including poets, novelists, and prose essayists: Tennyson, Browning, Arnold, the Rossettis, Swinburne, Dickens, Thackeray, Eliot, Mill, Carlyle, Ruskin and Macaulay.

459/559 The Edwardians
A survey of important English literary artists from the latter part of the 19th century to World War I. Emerging themes of decadence, anarchy, socialism and aestheticism exemplified in such authors as: Thomas Hardy, Henry James, Arnold Bennett, George Moore, Joseph Conrad, Oscar Wilde, George Bernard Shaw and W.B. Yeats.

470/570 Modern British Literature
An examination of important literary movements: symbolism, modernism, realism and socialism—through the works of major 20th century writers of Britain and Ireland.

697/698 Thesis
ETHNIC STUDIES

Director: Robert C. Ford

ABOUT THE PROGRAM
The Ethnic Studies Program provides an interdisciplinary multicultural learning experience focusing on social, historical and contemporary experiences of culturally different groups in America.

Ethnic Studies courses offer students opportunities intellectually and humanistically to examine myths and realities of intercultural relations in America. Roles and images, historical contributions and cultural experiences, problems and problem-solving efforts, and the social impact of majority-minority group relationships are all examined within the framework of a pluralistic educational philosophy.

COURSE OFFERINGS
300 American Minority Groups Major ethnic minority groups in America; analysis of majority/minority group relations; heritage, culture, social/racial relationships; problems and problem-solving efforts.

305 Afro-American Studies Specific contributions of blacks in America, comparative black lifestyles, contemporary black community, problems and prospects, social psychology of black Americans.

310 Chicano Studies Cultural heritage of Mexican, Mexican-American people, Chicano philosophy and lifestyle, contemporary Chicano problems and prospects, social, legislative, educational perspectives.

315 Asian-American Studies Cultural heritage of Japanese, Chinese, Koreans and Filipinos in America; specific problems of socialization and Americanization of Asian groups; hyphenization and the marginal man syndrome; current prospects.

320 Native American Studies Cultural heritage and values of Indians in the western U.S. includes tribal histories and traditions: past and present problems and prospects: social, legislative, legal perspectives.

325 Hawaii: Pacific Island Cultures Cultural heritage and tradition of island people, role of European and American intervention: specific problems of socialization and Americanization, past and present role of Asians in Hawaii.

FOREIGN LANGUAGES

Professor: Jacqueline Martin
Associate Professor: Esperanza Gurza. Chair
Assistant Professor: Dan Clouse, Renate Hodges, Michel Rocchi

ABOUT THE DEPARTMENT
The faculty in Foreign Languages believes that a sympathetic understanding of at least one foreign culture through its language is an essential part of a liberal arts education.

The Department offers courses in several foreign languages that provide, by a variety of methods: instruction in communication skills, cultural awareness and historic perspective. On the upper level, courses are offered in advanced studies in Language, Culture and Literature.

LANGUAGE HOUSE PROGRAM
The Foreign Language Faculty supports the learning concept of a residential atmosphere and encourages students to participate in the special living-language programs.

Further information may be obtained from the Director of the Language House Program. The programs are profiled under Special Academic Programs.

MAJORS OFFERED
1) Major in Modern Languages and Literature (French, German and Spanish), 2) Major in Modern Languages, 3) Major in Comparative Literature

Foreign Language majors electing to teach may do so by satisfying the requirements of the School of Education for the Elementary or Secondary Teaching certificates.

REQUIREMENTS FOR THE MAJOR
B.A. Degree in French, German, or Spanish
1) Completion of four units on the 200 level. 2) Completion of four units on the 300 or 400 level. 3) Completion of one unit of Linguistics 200. 4) Completion of one unit of Introduction to Literary Studies 300. Total: 10 units

B.A. Degree in Modern Languages
1) Completion of six units above the 102 level in one language. 2) Completion of four units above the 101 level in a second language. 3) Completion of one unit of Linguistics 200. Total: 11 units

B.A. Degree in Foreign Language/International Affairs
1) Completion of six units of one language above the 102 level (see exclusion). 2) Two units of Economics: 110, 371. Three units of Politics and Government: 120, 130, and 330 or 332. 3) Three units of Business and Public Administration. Details/exclusions may be obtained from department advisors.

B.A. Degree in Comparative Literature
Ten units to be specified by the Comparative Literature Committee. Details may be obtained from the director, Professor P. Hager.

REQUIREMENTS FOR THE MINOR
French, German, or Spanish Completion of a minimum of five units above the 102 level.

TRANSFER OF UNITS
Foreign Language course work completed at other accredited institutions or with Advanced Placement Examinations will be accepted toward major areas of concentrations up to a maximum of four units for the major and up to a maximum of two units for the minor.

COURSE OFFERINGS
FOREIGN LANGUAGE: (Taught in English)
100 Introduction to Language and Language Learning: Theories of language, first language acquisition and second language learning: Application of the theories and limited practice in the learning of French, German, Japanese, Latin, and Spanish.

165 Aspects of Language The study of the complexity of language, its evolutionary characteristics, and the ability to use it effectively.

200 Introduction to Linguistics Stress on transformational grammar, generative syntax, formal systems, bilingualism, phonology, and formal logic.
300 Introduction to Literary Studies
Elements of style through various methods of literary analysis. Examination of major European genres and movements.

395 The Islamic Tradition
A comparative study of the Islamic world and western theology

FRENCH:
* Asterisks indicate that courses are taught primarily in English. Readings, assignments and discussion sessions are arranged in the target language for language majors.

101/102 Elementary French
Classroom and laboratory practice to develop basic aural, oral, reading and writing skills.

201/202 Intermediate French
Review of grammar, oral and written composition, readings of contemporary authors.

240 Contemporary Cultural Perspectives
Practical applications of French through readings, writing and discussions based upon contemporary cultural perspectives.

260 Advanced French
Emphasis beyond general syntax and conversation. Deals with problems in language, translation, general linguistics, and advanced grammar.

270 Seminar in French Writing
Fundamentals of composition. Practice in various styles of writing.

310 Language Studies in Commerce and the Media
Expansion and application of French in the area of business, banking, foreign trade, and introduction to news media.

350 Social Revolution
Examination of literary works in the context of the social and the political implications during the late eighteenth and nineteenth centuries.

380 Major Authors of French Classicism and Enlightenment
Survey of seventeenth and eighteenth century French letters and philosophy with in-depth study of selected masterpieces.

390 International Avant-Garde Theatre
Highlights of international Avant-Garde drama with emphasis on European and American theatre.

410 Existential Literature
Study of loading literary works of the Existential movement.

431 Renaissance in France, Italy and Spain
Study of masterpieces of three Romance language countries reflecting the great intellectual, political, philosophical, artistic and social upheaval caused by the Renaissance.

450 Medieval Literature of France, Germany and Spain
Survey of Medieval literature with in-depth study of selected masterpieces. Satisfies Comparative Values core requirement.

480 Seminar in French Literature
Synthesis of various aspects of literary studies.

GERMAN:
* Asterisks indicate that courses are taught primarily in English. Readings, assignments and discussion sessions are arranged in the target language for language majors.

101/102 Elementary German
Classroom and laboratory practice to develop basic aural, oral, reading and writing skills.

110 Communication Skills and Cultural Contexts
Discussion of communication skills and acquisition of basic elements of German with direct application in interaction.

201/202 Intermediate German
Review of grammar, oral and written composition readings of contemporary authors.

240 Contemporary Cultural Perspectives
Practical applications of German through readings, writing and discussions based upon contemporary cultural perspectives.

250 German History and Culture
Survey of the phases and turning points of German history and the cultural heritage of the German speaking people.

260 Advanced German
Emphasis beyond general syntax and conversation. Deals with problems in language, translation, general linguistics and advanced grammar.

280 Literature Studies in Commerce & the Media
Expansion and application of German in the area of business, banking, foreign trade, and introduction to news media.

310 Language Studies in Commerce & the Media
Expansion and application of German in the area of business, banking, foreign trade, and introduction to news media.

350 Social Revolution
Examination of literary works in the context of the social and the political implications during the late eighteenth and nineteenth centuries.

390 Social Criticism in 20th Century German Literature
Study of social, political and economic conditions in German society as documented in contemporary German literature.

410 20th Century German Literature
Examinations of individual visions of and reactions to the general context of cultural crisis in 20th century Germany. Authors studied are Thomas Mann, Hesse, Hofmannsthal, Kafka, Schnitzler, Kaiser, Rilke and others.

430 The Age of Goethe
Readings and discussion of the classical German literature.

450 Medieval Literature of Germany, France & Spain
Survey of Medieval literature with in-depth study of selected masterpieces. Satisfies Comparative Values core requirement.

480 Seminar in German Literature
Synthesis of various aspects of literary studies.

LATIN:

101/102 Elementary Latin
Development of basic reading and writing skills.

SPANISH:

* Asterisks indicate that courses are taught primarily in English. Readings, assignments and discussion sessions are arranged in the target language for language majors.

101/102 Elementary Spanish
Classroom and laboratory practice to develop basic aural, oral, reading and writing skills.

201/202 Intermediate Spanish
Review of grammar, oral and written composition readings of contemporary authors.

240 Contemporary Cultural Perspectives
Practical applications of Spanish through readings, writing and discussions based upon contemporary cultural perspectives.

250 The Hispanic World
Survey of the history of Spain and Spanish America and their relationship to the American Southwest.

260 Advanced Spanish
Emphasis beyond general syntax and conversation. Deals with problems in language, translation, general linguistics, and advanced grammar.
Comparative in-depth with country.

Civil Content

various styles from Latin nineteenth introduction Media Fundamentals

* literature *

area *

in-depth from Latin contemporary introduction to Medieval Spanish Age of American masterpieces.

American and Content, France and
civilization and other geological features of Central America. UPS geology faculty and students have been involved in monitoring the volcanic activity of Mount St. Helens since it began erupting in March, 1980.

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

Equipment available for instruction and research includes petrographic and binocular microscopes, calculators, spectrometer, magnetic separator and thin section machinery. Additional equipment is shared with other departments, including an X-ray diffractometer and spectrometer (Chemistry) and gravimeter (Physics). Geology majors also have access to the University computer facilities.

Students graduating in Geology enter directly into professional positions or continue their studies at the graduate level. UPS 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. A Geology major 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: 101, 102, 201, 202, 301, 302, 401, 402, 495 (independent research project) and a summer Geology field camp, normally taken between the junior and senior years.

2. Mathematics, Chemistry and Physics to include: Mathematics through 122 (221, 232, or 301 are optional but recommended), Chemistry 125, 126, Physics 111, 112 or 121, 122. Three additional units in Math, Chemistry, Physics or Biology beyond the introductory year level are optional but recommended.

3. Completion of a Language requirement which can be met in one of the following ways: Completing a 202 level language course in French, German or Russian; Passing an examination in translation of French, German, Russian or Spanish geologic literature into English. Completing Computer Science 161, Mathematics 271, plus 1 additional unit in Mathematics, Chemistry, Physics or Biology beyond the introductory year level and not used to fulfill requirement (2) above.

REQUIREMENTS FOR THE MINOR

The Minor consists of at least 6 of the courses required for the major and must include 101 and 102 or their equivalent. At least three of these courses must be taken at UPS.

COURSE OFFERINGS

101A Physical Geology Survey of physical processes acting on and within the earth includes laboratory. Meets a Natural World core requirement.

101T Physical Geology (Topics) Survey of physical processes acting on and within the earth. Includes laboratory. Course is divided into three "minicourses" during which a student has an option of one of three "minicourses." Titles and schedule of specific topics will be available at time of registration. Examples of possible minicourses are: World of Water, The Oceans, Volcanoes and Earthquakes. Meets a Natural World core requirement.

102 Historical Geology Deals with some of the interpretive aspects of geology — how geologists read rocks to learn of the physical and biological history of the earth. Prerequisite: Geology 101 or permission of instructor. Meets a Natural World core requirement.
HISTORY

Professor: Wolfred Bauer, Walter E. Lowrie
Associate Professor: Suzanne W. Barnett, David F. Smith Chair (on leave, spring 1981); Theodore Taranovski
Assistant Professor: Redmond J. Barnett, William Breitenbach, Terry Cooney (on leave, 1980-81)

ABOUT THE DEPARTMENT

The University offers a strong program in the Department of History, in the well-founded belief that the study of History is an essential component of a quality education.

Students of the Humanities need History to understand the development of literature, art, music, and philosophy. Social Science majors will gain much understanding of social change by examining the history of past societies. Persons engaged in study of the Physical Sciences will better understand that all scientific doctrines are conceptual models designed to explain the nature of the world in terms of current patterns of social organization, ethical value systems, and formal thought.

Historical study develops and sharpens the mind by training students to think, to evaluate, to communicate, and ultimately, to judge. It provides students with a fundamental understanding of the world in which they live and of the diverse forces which have shaped the past and determined the present and, therefore, encourages them to know themselves and to appreciate societies which are different from their own.

In providing high-quality training for students studying in the field of History, the Department's goal is to ensure that students — majors and non-majors alike — will continue to have the opportunity to study with faculty of excellent quality.

The faculty offers a broad curriculum and, at the same time, is capable of exposing students to specialized fields. In this way, the History Department provides its students with sound undergraduate training and helps to prepare them for graduate study in History and many other professional programs, or for rewarding careers in business, education, socially-oriented vocations, and government service.

All courses in History are open to any student and do not require previous work in the field. Most courses are numbered at three levels, which indicate increasing degrees of sophistication, difficulty of material, and work load. However, numbers within each level reflect the area of history and not the degree of difficulty. All courses aim to offer intellectual excitement for students of differing talents and abilities. Most students with no college work in history first take a 100 or 200 level course; juniors and seniors in other departments, however, often take their first History course at the 300 level without encountering any difficulties. Students interested in particular courses are encouraged to consult members of the Department or the instructor.

In short, the Department's academic requirements and instructional methods are designed to enable students to acquire factual and theoretical, material and historical conceptions. More important, it is the Department's goal to develop in students an attitude toward learning and intellectual discourse applicable to the demands of any career which they pursue in later life.

REQUIREMENTS FOR THE MAJOR

1. Completion of a minimum of 10 units in the History Department to include: Minimum of five units in area of concentration. Minimum of three units in one or two other areas of concentration. History 391 or 392 (normally during the junior year).

2. One course in Historical Perspective not listed under the Department of History.

3. Selection of an area of concentration from American History, European History, or Asian History.

4. At least five of the 10 units required for a major must be taken at the 300 and 400 levels, and at least two of these five units must be taken in the field of concentration.

5. The student must receive grades of C- or above in all required courses.

6. Any deviation from these requirements must be approved by the History faculty meeting as a whole and must be in writing.

REQUIREMENTS FOR THE MINOR

1. Completion of a minimum of six units in the History Department to include: History 391 or 392, five additional units in History, three of which must be in one of the following areas of concentration: American History, European History, or Asian History.

2. At least two of the five units must be taken at the 300 or 400 level.
3. At least three units of the total must be completed in residence at this university.
4. The student must receive grades of C- or above in all required courses.
5. Any deviation from these requirements must be approved by the History faculty meeting as a whole and must be in writing.

**COURSE OFFERINGS**

101 Roots of the Western Experience
An inquiry into those aspects of the Western experience that will engender appreciation for the continuities and discontinuities of its ancestral societies, from ancient Sumers and Egypt to the Industrial Revolution. Concentration is on the human material world and its relationship to the intellectual culture of small and large social groups. Satisfies Historical Perspective core requirement.

102A Western Civilization: The Rise of the Modern State
A thematic introduction to modern European history (15th-20th centuries), institutional and organizational evolution of the modern state, and of socio-economic forces which have shaped it, investigation of the changing scope and content of governmental activity, analysis of political theories and ideologies which reflected and justified this evolutionary process. Satisfies Historical Perspective core requirement.

102B The Rise of an Industrial Society
The development of social and political forces that have shaped modern Europe since the Industrial Revolution. Satisfies Historical Perspective core requirement.

105 Western Revolutions
Comparative analysis of English, French and Russian revolutions (17th-20th centuries), concentrating on the interrelationship of political, social, cultural, and intellectual forces that produced fundamental changes in European society. Satisfies Historical Perspective core requirement.

145 The West in China and Japan
Perspectives on the interaction of China, Japan, European nations, and especially the United States, in the evolution of New China and postwar Japan. Emphasis on personal encounter with East Asian history and identification of particular perceptions associated with authors, historical figures, and course participants. Considerations include dynamics of Western expansion, shifting patterns of Japanese isolation and external contact, and Chinese resistance to outside cultural models. Offered once every two years; not offered 1980-81. Satisfies Humanistic Perspective core requirement.

151 The Heritage of Slavery in Our Time
Explores the claim that American slavery created conditions which still determine racial relations, and that events after the Civil War are almost irrelevant to the present conditions of black and white Americans. To be omitted after 1980-81. Satisfies Historical Perspective core requirement.

153 A Perspective on American Concerns
United States history since the late nineteenth century, organized thematically around four major contemporary concerns: big government, consumer economy, the family and roles, and social groups. Emphasis on historical developments relevant to these areas. Satisfies Historical Perspective core requirement.

163 American Religious History to 1865
An investigation of some of the religious leaders, movements, and ideas which shaped and shook American society from colonial times through the Civil War. Emphasis is on the interplay of theology, religious experience, and social concerns.

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 17th century. Satisfies Historical Perspective core requirement.

231 Is Britain Dying?
An assessment both of the problems and achievements of British society in the 20th century. Satisfies Historical Perspective core requirement.

238 English History, 1603-1815
A survey of English history from the ascension of James I to the end of the Napoleonic Wars, laying stress on the development of the constitution and the growth of parliamentary government; the growth of the economy up to the early years of the industrial revolution; England's growth as a trading and colonial power; and the evolution of the social structures in both country and towns. Offered as part of the London program.

245 Chinese Civilization
Foundations and evolution of China's cultural tradition to about 1800. Conceptual emphasis on how a civilization survives by means of a lasting institutional structure supported by enduring ideology. Confucianism (and its malcontents) in changing times. Offered once every two years; 1980-81. Satisfies Historical Perspective core requirement.

247 The Forging of the Japanese Tradition
Introductory survey of Japanese culture from its beginnings to about 1940. Central concern, how a traditional society accommodates innovations, both indigenous and from outside. The formation of enduring values and social practices despite changes in the Japanese state. Offered once every two years, not offered 1980-81. Satisfies Historical Perspective core requirement.

251 Survey of United States History to 1877
This course traces the development of American institutions, ideas, politics, culture, and society from the colonial period through Reconstruction. Emphasis is on themes of unity and disunity in national life. Satisfies Historical Perspective core requirement.

252 Survey of United States History Since the Civil War
The work of the railroads in tying the country together, the rise of big business, expansion of the West; political reform movements, agrarian protest, the Progressive Period; the developments of the 1920s; the Great Depression and the New Deal, World War II; conservative resurgence and the new liberalism of the 1960s and 1970s.

261 American Character and American Values
Interpretations of American national character from the colonial period to the present, and investigation of the specific values underlying such interpretations. How does the American experience affect national history, and vice versa? Satisfies Historical Perspective core requirement.

262 Nature and the West in American Culture
How such people as Christopher Columbus, James Fenimore Cooper, Thoreau, Owen Wister, and other Europeans and Americans perceived and responded to the "wide open spaces" of our continent. Through writing, art, films, an examination of changing attitudes from discovery of the New World to the present. Satisfies Historical Perspective core requirement.
303 The Middle Ages: Gradual fusion of Classical, Christian, Germanic elements into a distinctive civilization: impact of social and economic change on development and decline of medieval institutions, value systems.

304 Europe in the Age of Renaissance & Reformation: Political, social, religious developments instrumental in the transition from medieval to modern Europe. Emphasis on the rise of Humanism, the Reformation and the subsequent crisis in early modern Europe.

306 The Modernization of Europe: From Agrarian to Industrial Society: The process of modernization took essential shape during the 18th century. A look at the profound demographic, economic, and ideological movements which reshaped much of the European experience.

308 Europe in the 20th Century: Crisis of European civilization. World War I and a new balance of power interacting with social, ideological forces to create turbulence through World War II; resurgence of European economy cultural vitality during past two decades.

310 History of International Relations Since 1815: Struggle for Dominance: Analysis of international relations during 19th-20th centuries with special emphasis on the transformation of an internecine order based on the idea of balance of power among European states, into a global system dominated by super-powers.

315 The Rise of European Fascism: History of Fascism as a Europe-wide political-intellectual movement which heralded itself as a 20th century alternative to liberalism and socialism.

323 History of Russia to 1861: Political, socio-economic evolution of Russia since the 9th century; equal emphasis on medieval and modern periods; changing patterns of Russian historical experience underlying breaks as well as continuities between past and present.


328 France: The Development of a National Consciousness: Analysis of geographical, cultural and institutional factors, which, combined with the roles of remarkable individuals and the masses of "common" people, gradually created a flourishing, distinctive society.

329 Modern France: The Search for Identity: From the French Revolution through modern-day France, attention is directed to continuing social and economic change, and its effects on the exercise of power. Impact of that power on society, economics, ideology and politics in France.

330 Liberty, Authority and State in 16th and 17th Century England: A historical and literary analysis, tracing the ramifications of the Protestant Reformation in English society and culture from 1520 to 1688. Particular attention to literature and politics.

332 Britain in the 19th Century: Industry and Empire: The political, social, economic, and intellectual forces that worked to shape Britain in the 19th century.

333 Russia and the West: Search for Cultural Identity: Cultural interaction between Russia and the West as reflected in ideas of Russian statesmen, intellectuals, writers, artists, emphasis on 18th-20th centuries. Satisfies Comparative Values core requirement.

346 China Since 1800: Reform and Revolution: The emergence of contemporary China through the overlapping processes of reform and revolution in the 19th and 20th centuries. How a traditional society remakes itself from within. Considerations: Western intrusion, popular protest, cultural adjustment, economic modernization, national integration, elitism to egalitarianism. Offered once every two years; not offered 1980-81.


351 Colonial Period of American History: The development of America, from the Portuguese discoveries through the establishment of a British trading empire which planted colonies in North America: Colonial character and culture and, finally, independence from the mother country.

352 The Early National Period: The transformation of the United States from confederation to nation, ending about 1828, will be studied. Among the topics considered will be: politics and the party system, slavery, women and the family, westward expansion, transportation, corporations and the economy, the professions, literature, religious revivals, and benevolent reform.

356 The American Taming of Capitalism: Reform, Order, and Social Welfare in Early 20th Century America: Reform movements, their goals, and their impact from the late 1890s to the New Deal. Each student will have some opportunity to follow specific personal interests within the framework of the course.

357 The United States Since Pearl Harbor: Anxious and Affluent Society: The seemingly paradoxical combination of power and insecurity in foreign affairs, and domestic prosperity and unrest, this course examines such topics as World War II, the Cold War, McCarthyism, the Civil Rights movement, Vietnam, student revolt, and the Nixon administration.
American Feminism in the 19th and 20th Centuries  The emergence of feminism during the Enlightenment and its development and differentiation up through the culmination of the suffrage movement in the 1920s, the context and ideas of the second wave of feminism which arose in the 1960s and its liberal, cultural and socialist variations in the past decade. Satisfies Comparative Values core requirement.

United States Foreign Policy Since 1898 A study of United States foreign policy during its emergence as a global power after 1898, focusing upon the long-term features of that policy and the modifications necessitated by events and circumstances.

Five Crises  This is an exploration of five critical episodes in 17th and 18th century New England history: the Antinomian crisis, Salem witchcraft, the Great Awakening, the Stamp Act Crisis, and Shays' rebellion. In addition to readings dealing specifically with these events, the course will draw upon recent scholarship in New England social history.

Early American Communities  An examination of varieties of communal experience in 17th, 18th and early 19th century America will be undertaken. Attention will be given to the relation of the individual and the family to the community.

Industrialization and Society in the United States. Social History in the 19th Century  Examines changes in social organization and group consciousness in the United States, 1790-1910, and the value of social-scientific accounts of modernization and industrialization in understanding such changes. To be omitted after 1980-81. Meets a Society core requirement.

Social History of the American Woman  Women's experience in American society, as it has influenced and been influenced by the complex interaction of economic, political, and social institutions from the Colonial period to the mid-20th century. Social myths and ideologies about "women's place," the impact of industrialization urbanization, immigration, and population control. Meets a Society core requirement.

American Intellectuals Face the Twentieth Century  Covering the period from the 1930's to the 1940's, this course looks at intellectual responses to social, cultural and political challenges of a new century. The definition of intellectual roles and intellectuals' perceptions of their own situations.

Contemporary Ideas: American Intellectuals Since 1950  The diversity and critical quality of recent viewpoints, studied through academic, political, and literary works addressing a range of contemporary concerns. A comparison of the values stated or implied in each position. Satisfies Comparative Values core requirement.

Research Seminar in Historical Method  Practicum in methods and techniques of historical research and writing. Independent research in primary source materials for advanced research paper. Content varies with instructor and may have European, American, or Eastern emphasis. Offered each term.

Meaning in History  Topics in speculative and critical philosophy of history, evolution of history and historical thought: the meaning and significance of history as a scholarly discipline.

The Classics: Historical Perspective  A chronological and thematic introduction to the history of Western civilization, ancient Greece through the Renaissance, with special emphasis on a selection of great classical works which lie at the foundation of our culture. Prerequisite: Invitation.

The Classics: Humanistic Perspective  An introduction to classical works in Western tradition which, through intellect and creative imagination, present the human condition. Prerequisite: Invitation.

Society  The course presents political thought and thinkers from the Renaissance to the mid-20th century. The basic concern is to elaborate and analyze the moral and efficient bases of political power. Thematically the course will focus on the principal political thinkers who, in one way or another, had lasting impact on the evolution of Western political thought. Prerequisite: Invitation.

Nature  The central theme will be concerned with the evolution of concepts of the universe and the development of the corresponding physical principles. From the Greek period to the present. About half of the course will be devoted to the period from 1250 to 1700, encompassing the so-called "scientific revolution." Some aspects of the Greek contributions will be covered in preparation for the major emphasis of the course. Modern theories of the universe and the evidence upon which they are based will be outlined. Prerequisite: Invitation.

Comparative Values  One assumption regarding the source of values might be the human experience of pleasure and pain — what gives us pleasure has value, what gives us pain has not, or is it the other way around? Value theories are older than Aristotle, as contemporary as Ork. Six authors and their works will be examined, from Greene to Sophocles. Careful reading, discerning responses, seminal sharing and regular attendance are prerequisites for satisfactory evaluation. Prerequisites: Honors 201-204.

Honors Program for information on the new curriculum.

Honors is a four-year program with required courses in the core curriculum at the freshman, sophomore, and senior levels. It supplements the University's educational goals by concentrating those core courses on a study of primary sources from a list of great books. It implements the University's goal of intimacy in learning by limiting the number of students to 30 per class and 15 for each of the skills, oral and written communication. It takes the initiative in selectivity based on academic performance, recommendations, a writing sample and the results from the Omnibus Personality inventory (Form F).
HUMANITIES

Course offerings in the Humanities generally are offered within the departments of Art, English, Foreign Language, Comparative Literature, History, Philosophy, Religion, and Communication and Theatre Arts. A few cross-disciplinary courses, however, are offered under a general Humanities category.

COURSE OFFERINGS

101 Science, the Arts, and Society: The Western Tradition Survey of intellectual developments in Western civilization. Focuses on the integration of science and humanities in history. Considers how mankind creates certain models of the universe and examines the effects of this process on social and intellectual life.

217 Women and The Arts An investigation of the situation of women in regard to the literary, visual, and performing arts. The course will speak to the following considerations: the images of women presented in the arts, the situation of the woman artist, the male critical response, the new feminist criticism, and definitions of a feminine and/or a feminist aesthetic. The course will be taught in a lecture-discussion format with work divided between reading, discussion, papers, and projects.

MATHEMATICS

Professor: Thomas A. Davis, Edward G. Gorman, John T. Lantz (on leave, spring 1981)

Associate Professor: R. Bruce Lind, Wilbur T. Sims, Ronald L. Van Enkevort, Chair

Assistant Professor: Dale Mueller, David Scott, Brian Swirrne

ABOUT THE DEPARTMENT

The vastly increased importance of Mathematics in our time makes it imperative that a liberal arts graduate know something of the nature and the role of Mathematics. The Mathematics Department offers beginning courses examining the nature of Mathematics for the general student body, and specific service courses for students in various disciplines. In addition, advanced undergraduate courses are offered which lead to a major for students planning careers utilizing Mathematics in science, business, industry or teaching, and for students planning graduate study in the fields of Mathematics, Statistics or Computer Science. For students interested in concentrating on Computer Science, a joint Computer Science/Mathematics major is offered (see Computer Science).

A person majoring in Mathematics is strongly advised to study in depth some supporting area such as Business, Economics or one of the Natural Sciences. Hashe is also advised to become familiar with some computer language and statistical techniques.

REQUIREMENTS FOR THE MAJOR

1) Completion of the equivalent of Mathematics 121, 122, 221, 232. 2) Completion of an additional five units in upper division Mathematics courses excluding Math 341, to include Math 333 and either Math 320 or Math 401. 3) Maintain a cumulative grade point average of 2.0 on a 4.0 scale in the upper division courses.

REQUIREMENTS FOR THE MINOR

1) Completion of a minimum of five units in Mathematics, excluding 101, 115, 341. One unit of credit taken from Computer Science may count toward the total of five units. 2) Maintain a cumulative grade point average of 2.0 in the five units.

COURSE OFFERINGS

101 Intermediate Algebra Credit, ½ unit. Fundamental principles of algebra; emphasis on manipulative skills.

111 College Algebra and Trigonometry Algebraic, trigonometric, exponential and logarithmic functions. Prerequisite: 101 or equivalent. Satisfies Quantification core requirement.

115 Mathematics, Tools and Models A model-oriented approach to the study of elementary mathematics and its applications. Designed to meet core requirements. Satisfies Quantification core requirement.

118 Mathematics of Finance A study of compound interest, annuities, (mortgage payments), bonds, depreciation, life annuities and life insurance. Satisfies Quantification core requirement.

121 Calculus and Analytic Geometry I Credit 1½ units. Calculus of functions of one variable, analytic geometry of the plane. Satisfies Quantification core requirement.

122 Calculus and Analytic Geometry II A continuation of 121. Satisfies Quantification core requirement.

123 Advising Section for Calculus and Analytical Geometry I 1½ units. The course will cover all material in MATH 121, i.e., transcendental functions, techniques of integration, and infinite series. In addition, there will be a review of the material covered in first semester calculus. The course is designed for students who have had calculus in high school but do not feel comfortable starting their college mathematics in 220. Meets a Quantification core requirement.

220 Advising Section for Multivariate Calculus Credit 1½ units. In addition to the material in Math 221, the course covers infinite series and a review of the calculus of one variable. Designed to enhance the transition of the student from high school calculus to college mathematics. This course is open only to first term freshmen. Satisfies Quantification core requirement.

221 Multivariate Calculus Credit 1½ units. Satisfies Quantification core requirement.
322 Linear Algebra  Vector spaces, linear transformations, matrices. Prerequisite: 122 or equivalent. Satisfies Quantification core requirement.

257 Finite Mathematics  A study of discrete probability, matrices, linear systems, linear programming and game theory; applications of these topics to business and the social sciences. Prerequisite: 101 or equivalent. Satisfies Quantification core requirement.

258 Calculus for Business, Behavioral and Social Sciences  Ideas, techniques of calculus with applications to problems selected from business and the behavioral and social sciences. Prerequisite: Second-year High School Algebra or Mathematics 101. Satisfies Quantification core requirement.

271 The Elements of Applied Statistics  Common statistical tools, techniques used in social and natural sciences, education and business. Prerequisite: 101 or equivalent. Satisfies Quantification core requirement.

272 Applied Statistics  A discussion of the techniques and tools both of descriptive and inferential statistics used in modern quantitative analysis. Not available for credit to people who have taken 271 or its equivalent. Prerequisite: 257 or equivalent. Satisfies Quantification core requirement.

301 Differential Equations  Exact differentials, integrating factors, first order equations, systems of linear differential equations, equations of higher order, series solutions, approximate methods of solution and existence — uniqueness theorem, with emphasis, where appropriate, on the connections with linear algebra. Prerequisite: 232 or equivalent.

310 Numerical Analysis  Numerical solutions of linear systems, matrices, characteristic value problems, polynomial approximations (interpolation and quadrature), curve fitting, numerical differentiation and integration, numerical solutions of ordinary differential equations, error analysis. Prerequisites: 221, 232, and knowledge of programming or permission of instructor.

320 Advanced Multivariable Calculus  A study of the multivariable differentiable calculus using the results of linear algebra. Includes study of the topology of Euclidean n-space, continuity and differentiability of mappings from n-space to m-space, classification of critical points, multivariable mean value theorems, inverse and implicit mapping theorems. Prerequisites: 221, 232.

333/334 Abstract Algebra, II  Sets, mappings, groups, homomorphism theorems, Sylow theorems, rings, ideals, fields, field extensions, vector spaces, linear transformations, dual space, canonical forms. Prerequisite: 232 or permission of instructor.

341 Basic Concepts of Mathematics for Elementary Teachers  Provides mathematical background needed to teach mathematics at the elementary school level.

363 Complex Analysis  Cauchy theorems; Taylor and Laurent series; residues, conformal mapping. Prerequisites: 221, 232.

366 Topics in Applied Mathematics  Ordinary and partial differential equations, Laplace transforms, Fourier series, Bessel functions, finite differences. Prerequisites: 221, 232; 301 recommended.

371 Probability Theory and Its Applications  Probability spaces, random variables and expectations, discrete and continuous distributions, generating functions, independence and dependence, binomial normal and Poisson laws, sampling distribution laws of large numbers, central limit theorem. Prerequisites: 221, 232 or consent of instructor.

372 Mathematical Statistics  Principles of statistical decision theory, point and interval estimation, regression analysis, analysis of variance, other selected topics. Theory, application of the above topics studied. Prerequisite: 371.

401/402 Real Analysis I, II  Real number systems; sequences; continuity; uniform continuity; mean value theorems; Riemann integral; sequences of functions; uniform convergence; differentials; implicit functions; functional dependence; arc length, differential forms. Prerequisites: 221, 232 or 333 recommended.

451 Advanced Topics  The topic will be chosen each time to meet interests of students and instructor. Possible topics include topology, geometry, population dynamics, number theory, vector analysis. Prerequisites: two upper division courses in Mathematics.

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 will be developed as needed. Prerequisite: 371; computer programming or permission of instructor.

Music

Professor: Lawrence E. Ebert, Thomas D. Goleeke, Edward A. Hansen (on leave, fall 1980), Bruce Rodgers, Edward Seiferian, James Sorensen. Director

Associate Professor: Ilona Herlinger, Robert C. Musser (on leave, fall 1980)

Assistant Professor: Yvonne Cheek, Richard Kessler

Applied Music: Faculty: Earlene Carey, voice; Morgan Griffin, bassoon; Robert Jones, low brass; Jeffery Kirschen, French horn; Sandy Lambert, double bass; Manuel Laureano, trumpet; Cordelia Wikarski-Miedel, cello; Douglas Rice, guitar; Pamela Roberts, cello; Marianne Weltmann, voice.

ABOUT THE SCHOOL

The University of Puget Sound’s School of Music, which has been a member of the National Association of Schools of Music since 1947, offers courses leading to the Bachelor of Music degree, the Bachelor of Arts degree with a major in music, and the Master of Music degree. The combination of professional training in several programs in the context of a liberal education provides a fertile setting in which to study music. The School has earned local, regional, national, and international recognition for the quality of its faculty, the achievements of its students, and the expertise of its musical organizations which include:

Adelphian Concert Choir  Approximately 42 mixed voices; admittance by audition only. The Adelphians annually make a 16-day tour throughout the Western United States.

University Chorale  An all-university group for mixed voices. Local performances are scheduled each semester. Auditions are not required.

University Madrigal Singers  Selected from the Adelphian Concert Choir. 16 mixed voices specializing in the performance of vocal chamber music.

UPS-Tacoma Oratorio Society  A large, mixed chorus combining University students and residents of the community in the performance of large choral works, usually with orchestra.

Opera Workshop  Prepares and performs one-act operas and scenes from larger works.
Vocal Jazz Ensemble  Prepares and performs music of the many jazz styles. The ensemble performs often throughout the year both on and off campus. Auditions are required for membership.

University Orchestra  Membership consists of University students. Makes public appearances throughout the year.

Tacoma Symphony Orchestra  Membership by audition, consists of University students and residents of the community.

Symphonic Band  Prepares and performs music of many styles for large and small wind ensemble. Makes public appearances throughout the year and goes on tour annually in the western United States.

University Jazz Band  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.

GOALS AND OBJECTIVES
Goals and objectives of the School of Music include service to general University students by providing courses suitable to their background and interests. These courses are designed to fulfill certain University general study requirements and to serve as suitable electives. In addition, a wide variety of performing groups are available. Certain of these groups are open by audition, while others do not require an audition.

Several degree programs are available to undergraduate students. The Bachelor of Arts with a major in Music is appropriate for students who wish to major in Music as a part of a traditional liberal arts degree. Emphasis is on a broad coverage of the field and on flexibility. The Bachelor of Arts with a major in Music is also appropriate background for prospective candidates for advanced degrees in anticipation for careers as musicologists, music theorists, composers, music librarians, and arts managers. The Bachelor of Music and Bachelor of Arts in Music Business degrees are the initial professional, collegiate degrees in Music. Primary emphasis is on the development of the musical skills, concepts, and sensitivity essential to the professional life of a musician. Professional programs are offered in performance, music education, church music, and music business.

Students wishing graduate training in Music Education are served with the Master of Music Education degree. Details of this program are available in the Graduate Studies Bulletin.

The School of Music plays an important role in contributing to the cultural climate of the campus and surrounding community through frequent recital and appearances of performing groups.

An initial audition-interview is held for all incoming students who wish to major in music or who wish to be considered for scholarships. A student need not be a music major to be awarded a music scholarship. Audition dates and times should be arranged through the Music office.

REQUIREMENTS FOR THE MAJOR
1. Completion of 36 units for the Bachelor of Arts and Bachelor of Music degree.
2. Music majors must attain and maintain membership in the appropriate major University music organization (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 Symphonic Band, string instruments in the University Orchestra, voice students in the Adelphian Concert Choir, the University Chorale, or the UPS-Tacoma Oratorio Society. They may elect and are encouraged to perform in additional ensembles if they desire and can qualify.
3. Each Music major must pass the Keyboard Musicianship Examination, preferably prior to the senior year.
4. 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. Church Music majors must make at least one noon recital appearance during the junior year and present one half of an evening or a full noon recital during the senior year. The remainder of the students must present at least one noon recital appearance during both their junior and senior years.
5. In order to be advanced to the junior year a student must have a formal interview with faculty, a 2.3 overall and a 2.5 music grade point average and an audition or jury in the student’s major performance area. Students who are in majors which require a final field experience will have a second interview with faculty and a second review of academic performance (a minimum of 2.3 overall and 2.5 in Music grade point average). In addition, students majoring in Music Education must pass the Stanford Test of Academic Skills (TASK) at the 50th percentile or higher.
6. All transfer students are required to take placement examinations in Music Theory and Music History.
7. All students majoring in Music must attend a minimum of 10 formal School of Music recitals and concerts each semester (exclusive of “Brown Bag” and noon recitals). Students will be registered for Recital Attendance for no credit. The grade will reflect a pass or fail depending on whether or not this requirement is met.

BACHELOR OF ARTS WITH A MAJOR IN MUSIC
1. Eleven units University general studies requirements.
2. Four units Music Theory to include: Music 101/103, 102/104, 201/203, 202/204.
3. Three units Music History to include: Music 100, 230, 231.
4. Two units Applied Music (major instrument) to include: Music 111 through 412.
5. Three units Music electives/performing group.
6. Thirteen units electives (including Winterim credit).

BACHELOR OF MUSIC IN PIANO PERFORMANCE
1. Eleven units University general studies requirements.
2. Seven units Music Theory to include: Music 101/103, 102/104, 201/203, 202/204, 301, 401, 402.
3. Four units Music History to include: Music 100, 230, 331, 430, 431.
4. One-half unit Conducting: Music 290.
5. Eight units Applied Music (major instrument) to include: Music 161 through 462; one term Music 168, 353, 422.
6. Four and one-half units Music electives/performing groups (including Winterim credit).
7. Two units electives (including Winterim credit).
BACHELOR OF MUSIC IN VOICE PERFORMANCE
1. Eleven units University general studies requirements.
2. Two units Foreign Language.
3. Five units Music Theory to include: Music 101/103, 102/104, 201/203, 202/204, 301.
4. Four units Music History to include: Music 100, 230, 231, 430, 431.
5. One unit Conducting to include: Music 290, 391.
6. Eight and one-half units Applied Music (major instrument) to include: Music 161 through 462, 237 through 240, 351, 352, 422.
7. Four and one-half units Music electives/performing group (including Winterim credit).
8. One unit elective (Winterim credit).

BACHELOR OF MUSIC IN ORCHESTRAL INSTRUMENT PERFORMANCE
1. Eleven units University general studies requirements.
2. Six units Music Theory to include: Music 101/103, 102/104, 201/203, 202/204, 301, 402.
3. Four units Music History to include: Music 100, 230, 231, 430, 431.
4. One unit Conducting to include: Music 290, 392.
5. Nine units of Applied Music (major instrument) to include: Music 161 through 462, 168 through 366, 422.
6. Four units Music electives/performing group (including Winterim credit).
7. Two units electives (Winterim credit).

BACHELOR OF MUSIC IN MUSIC EDUCATION (COMPREHENSIVE)
1. Eleven units University general studies requirements.
2. Four units Music Theory to include: Music 101/103, 102/104, 201/203, 202/204.
3. Three units Music History to include: Music 100, 230, 231.
4. One unit Conducting to include: Music 290, 391.
5. Six units Music Education to include: Music 241 through 247, 320, 321, 322, 323, 324.
6. Five and one-half units Education to include: Education 302, 349, 403, 415, 417.
7. One and three-quarter units Applied Music (major instrument) to include: Music 111 through 411.
8. Two and three-quarter units Music electives/performing group (including Winterim credit).
9. Two electives (Winterim credit).

BACHELOR OF MUSIC IN MUSIC EDUCATION (CHORAL AND GENERAL)
1. Eleven units University general studies requirements.
2. Four units Music Theory to include: Music 101/103, 102/104, 201/203, 202/204.
3. Three units Music History to include: Music 100, 230, 231.
4. One unit Conducting to include: Music 290, 391.
5. Five and three-quarter units Music Education to include: Music 237 through 240, 241 through 247, 320, 321, 322, 323.
6. Five and one-half units Education to include: Education 302, 349, 403, 415, 417.
7. One and three-quarter units Applied Music (major instrument) to include: Music 111 through 411.
8. Three units Music electives/performing group (including Winterim credit).
9. Two electives (Winterim credit).

BACHELOR OF MUSIC IN MUSIC EDUCATION (INSTRUMENTAL)
1. Eleven units University general studies requirements.
2. Five units Music Theory to include: Music 101/103, 102/104, 201/203, 202/204, 402 or 425.
3. Three units Music History to include: Music 100, 230, 231.
4. One unit Conducting to include: 290, 392.
5. Four units Music Education to include: Music 241 through 247, 320, 324.
6. Five and one-half units Education to include: Education 302, 349, 403, 415, 417.
7. One and three-quarter units Applied Music (major instrument) to include: Music 111 through 411.
8. Three units Music electives/performing group (including Winterim credit).
9. Two units electives (Winterim credit).

BACHELOR OF MUSIC IN CHURCH MUSIC (ORGAN)
1. Eleven units University general studies requirements.
2. Seven units Music Theory to include: Music 101/103, 102/104, 201/203, 202/204, 401, 402.
3. Three units Music History to include: Music 100, 230, 231.
4. One unit Conducting to include Music 290, 391.
5. Four and one-half units Church Music and Religion to include: Music 241 through 247, 317, 323, 418; and Religion 251, 252, 451 (select one).
6. Five and three-quarter units Applied Music (major instrument) to include: Music 161 through 462, 111 and 112 (voice), 354, 237 through 240, 422.
7. Three and three-quarter units Music electives/performing group (including Winterim credit).
8. One unit elective (Winterim credit).

BACHELOR OF MUSIC IN CHURCH MUSIC (CHORAL)
1. Eleven units University general studies requirements.
2. Seven units Music Theory to include: Music 101/103, 102/104, 201/203, 202/204, 301, 401, 402.
3. Three units Music History to include: Music 100, 230, 231.
4. One unit Conducting to include: Music 290, 391.
5. Four and one-half units Church Music and Religion to include: Music 241 through 247, 317, 323, 418; and Religion 251, 252, 451 (select one).
6. Five and three-quarter units Applied Music (major instrument) to include: Music 161 through 462, 111 and 112 (voice), 354, 237 through 240, 422.
7. Four units Music electives/performing group (including Winterim credit).
8. One unit elective (Winterim credit).
**BACHELOR OF ARTS IN MUSIC BUSINESS**

1. Eleven units University general studies requirements.
2. Four units Music Theory to include Music 101/103, 102/104, 201/203, 202/204.
3. Three units Music History to include: Music 100, 230, 231.
4. One-half unit Conducting to include: Music 290.
5. One and one-quarter units Technique to include: Music 241 through 247.
6. Five units Music Business to include: Music 341, 421.
7. Five units Business and Computer Science to include: BPA 110, 340, 350, 352, and Computer Science 155.
8. One and one-quarter units Applied Music (major instrument) to include Music 111 through 311.
9. Four units Music electives: performing group (including Winterm credit).
10. Two units electives (Winterm credit).

**MUSIC MINOR**

1. Two units Music Theory to include: Music 101/103, 102/104.
2. One unit Music History (Music 100).
3. One unit Applied Music to include: Music 111 through 212.
4. One unit Music elective.
5. Each Music minor shall attain and maintain membership in the appropriate major University music organization (band, orchestra, choir) for at least four semesters.

**COURSE OFFERINGS**

**THEORY**

101/103 First Year Theory (101) Aural perception of music through sight-singing: rhythmic, melodic, and harmonic dictation. Development of keyboard skills. (103) Fundamentals of musicianship through the study of all scales, intervals, triads, four-part writing, including all diatonic triads and their inversions. Harmonization of melodic lines and figures bass. Original composition using various instruments and simple two-part forms. Fall term only.

102/104 First Year Theory (102) Four-part harmonic dictation including seventh chords and their inversions. Modulations, altered and augmented sixth chords, chromatic melodies, and more complicated rhythms. Sight-singing, keyboard harmony. (203) Chromatically altered chords through the augmented sixth chords. Modulations to remote keys. Chords of the ninth, 11th, or 13th. Analysis. Original compositions using the above for various instruments and larger forms. Prerequisites: 102/104 or advanced placement by examination. Spring term only.

201/203 Second Year Theory (201) Four-part harmonic dictation including seventh chords and their inversions. Modulations, altered and augmented sixth chords, chromatic melodies, and more complicated rhythms. Further keyboard practice in score reading and improvisation. Three-voice technique of the 20th century. Modal harmony, quartal harmony, polytonality, serial techniques. Distinct 20th century rhythms and melodic practices. Analysis of original works using various combinations of instruments and the techniques studied. Prerequisites: 201/203 or advanced placement by examination. Spring term only.


301 Analysis of Form and Texture of Music (301) Analytical techniques involving the larger forms in music: sonata-allegro, variation, rondo, fugue, as examples. Prerequisites: 202/204 or permission of instructor. Fall term only.

401 Counterpoint (401) A study of the fundamentals of modal and tonal counterpoint. Writing in two or more parts. Analysis of compositions. Four-part motets, three-voice fugues. Prerequisites: 202/204 or permission of instructor. Alternate years. 1980–81. Spring term only.

402 Orchestration (402) Study of traditional use of the orchestra. All instrument ranges, and typical and special use. Scoring for various instruments and original works. Prerequisites: 202/204. Alternate years, 1981–82. Spring term only.

425 Band Arranging (425) The study of arranging and transcribing for the concert band, the jazz band, and the marching band. Prerequisites: 202/204. Alternate years, 1980–81. Fall term only.

**HISTORY AND LITERATURE**

100 Survey of Music Literature (100) The emphasis of this course will be on the development of the technique for listening to music. Musical literature in historical perspective is presented with a view toward the awakening of the critical abilities helpful in the understanding and enjoyment of music. Study of scores and recordings as well as actual concert performances is stressed. Satisfies Fine Arts core requirement.

115 Anatomy of Jazz (115) Designed to develop an understanding of jazz as an indigenous American cultural phenomenon; to recognize the subjective nature of such an understanding; the subjective views of its exponents; and its impact on the American system of traditional, cultural patterns. Spring term only.

230 History and Literature of Music I (230) A survey of music from the earliest Western music including Greek theory, sacred and secular monophonic music, early Christian and secular polyphonic music culminating in the great flowering of vocal and instrumental music in the Renaissance and Baroque eras. Detailed study of representative works through lecture, class discussion, and directed listening. Fall term only.

231 History and Literature of Music II (231) A survey of music, beginning with the 20th century, tracing the development of current trends back to the Classical period of the 18th century. Intimate study of representative works through class discussion, performance, and directed listening projects. Spring term only.
430 Twentieth Century Music ½ unit. An exploration of trends in music since 1900, considering the development of national schools, new tonal and rhythmic idioms, new instrumental techniques. The changes in philosophy and aesthetics. The relationship of music to modern society. Prerequisite: Music 100. Fall term only.

431 Music in the United States ½ unit. A course designed for majors and nonmajors with the necessary prerequisites, covering music in America from the Puritans through the more than three centuries of music in the life of America, culminating with special emphasis on music by composers from 1895 to more recent times. There will be lectures, discussions, student presentations, and extensive discography. Prerequisite: Music 100. Spring term only.

CHURCH MUSIC

317 Church Music and Hymnody A study of the musical heritage of the Christian church, particularly as seen through the development of psalmody and hymnody in the various religious movements. Survey of hymnals and concordances. Alternate years, 1980-81. Fall term only.

418 Liturgies and Service Planning The music of the historical liturgies of the church and the service music of the nonliturgical churches. Important contemporary trends in major denominations. Planning appropriate music for particular congregations. Alternate years, 1981-82. Fall term only.

PEDAGOGY AND LITERATURE

237 Diction for Singers I ¼ unit. This class will introduce the student to phonetic symbols and how to use these symbols in the study of foreign languages. In addition to drill, the student will transcribe written and spoken words and phrases as well as entire poems into symbols. The course will also study and apply the basic rules of English diction for singers. Alternate years, 1980-81. Fall term only.

238 Diction for Singers II ¼ unit. Class is devoted entirely to Italian diction for singers. After introducing the sounds of Italian and the phonetic symbols for each, the class will study rules of pronunciation with necessary drills, and transcriptions of song texts into phonetic symbols. Alternate years, 1980-81. Spring term only.

239 Diction for Singers III ¼ unit. Class is devoted entirely to the study of German diction for singers. After introducing the sounds of German and the phonetic symbol for each, the class will study rules of pronunciation with necessary drills, and transcriptions of song texts into phonetic symbols. Alternate years, 1981-82. Fall term only.

240 Diction for Singers IV ¼ unit. This class is devoted entirely to the study of French diction for singers. After introducing the sounds of French and the phonetic symbols for each, the class will study rules of pronunciation with necessary drills, and transcriptions of song texts into phonetic symbols. Alternate years, 1981-82. Spring term only.

351 Vocal Pedagogy ¼ unit. A study of vocal physiology, comparative pedagogy, literature on teaching, aids for the teacher, and vocal literature for beginning students. Alternate years, 1981-82. Fall term only.

352 Vocal Pedagogy ¼ unit. Vocal physiology: emphasis on clarification of terminology, understanding of basic principles governing vocal production. Comparative analysis of books on singing; methods of dealing with certain vocal problems: supervised student teaching. Alternate years, 1981-82. Spring term only.

353 Piano Pedagogy and Literature ½ unit. Basic concepts of piano techniques and musicianship, their demonstration in the teaching studio. Selection of teaching materials including review drawn from outstanding composers. Emphasis on creating teaching situations, student demonstration. Survey of well-known piano literature for interpretive guidelines and pedagogical application. Alternate years, 1981-82. Fall term only.

354 Performance Practice and Literature for the Organ ½ unit. The study of organ literature from its earliest beginning to contemporary literature: the development of organs in various countries, stylistic concepts as applied to various segments of the literature. Spring term only.

CONDUCTING

290 Elements of Conducting ½ unit. Baton technique and score reading are practiced. Musical expression through conducting is analyzed. Experience before performing groups is required. Prerequisite: 102/104. Fall term only.

391 Choral Conducting ½ unit. Choral conducting techniques; elements of choral direction and interpretation; score analysis. Prerequisite: 290. Spring term only.

392 Instrumental Conducting ½ unit. Elements of conducting crafts as they relate to instrumental conducting, including basic baton techniques, interpretation, score-reading, harmonic and formal analysis, knowledge of the instruments, rehearsal techniques. Prerequisite: 290. Spring term only.

PERFORMING GROUPS

109/209/309/409 Recital Attendance No credit. Required.

Note: All of the following may be repeated for credit.

168/368 Chamber Music ½ unit.
170/370 Symphonic Band ½ activity unit.
172/372 Adelphians ½ activity unit.
174/374 University Orchestra ½ activity unit.
176/376 University Chorale ¼ activity unit.
178/378 Madrigals ¼ activity unit.
180/380 Symphonic Orchestra ¼ activity unit.
182/382 Oratorio Society ¼ activity unit.
184/384 University Jazz Band ¼ activity unit.
186/386 Vocal Jazz ¼ activity unit.

MUSIC BUSINESS

341 Principles and Procedures in Music Business The study of principles and procedures providing a background for work in the music industry. Studies include the nature of musical expression and the value of music in human life, music in the schools, and music in the community. Each phase of the music industry is explored. Opportunities are provided for self-evaluation to assist students in selecting an area of concentration. Alternate years, 1981-82. Fall term only.

497 Music Business Internship Credit arranged. Designed to provide senior music business students with controlled, on-the-job experience with participating businesses. Term project required. Applications should be made early in the semester preceding registration and will be reviewed on the basis of academic grade point average, faculty recommendations, professional progress, and demonstrated interest. Prerequisites, 341 and senior standing as a Music Business major.
MUSIC EDUCATION

241-247 Instrumental Techniques ¼ unit Each fundamental class instruction in all of the orchestral instruments and fretted instruments as an introductory preparation for teaching these areas in the schools or for knowledge of these instruments in business. The classes function basically as playing laboratories. Alternate years.

310 Introduction to Teaching This course is designed to provide students with an overview of the state of music education in the United States and to introduce them to teaching music as a career. Fall term only.

321 General Music in the Elementary Schools ½ unit This course includes a survey of the fundamentals of music with special reference to their relevance to the problems of the classroom teacher. This course also serves the music major preparing to teach general music in the elementary school. Included are methods, materials, and activities in sight-singing, rhythms, rhythm band and pre-orchestra instruments, music appreciation, and creative music. The off Kodaly, and other methods of teaching are discussed. Music majors are involved in the course with curriculum development.

322 General Music in the Middle and Junior High Schools ½ unit This course presents methods, materials, and activities in music appropriate to the middle school and junior high school student. Special emphasis will be placed on an applied arts approach. Spring term only.

323 The Teaching of Choral Music Leadership of choirs, choruses, choral chamber groups, and other types of vocal organizations. Organization, rehearsal, and training procedures are analyzed and evaluated. A study is made of program organization, including scheduling, financing, and public relations. Score reading. Alternate years 1981-82. Spring term only.

324 The Teaching of Instrumental Music Training orchestra, band, and instrumental chamber groups. A study is made of beginning instruction methods and materials; school band, orchestra, and chamber music programs; summer programs; rehearsal techniques; program coordination, including financing, scheduling and public relations; facilities and equipment; marching band techniques; band literature. Alternate years, 1980-81. Fall term only.

APPLIED MUSIC

A four-year course of applied music study is offered to students in keyboard, orchestral and band instruments, voice, and classical guitar. The choice of materials is left to the discretion of the instructors in each Applied Music department. The examination given in the course year examination given in the course is an Applied Music Program. One half-hour lesson per week is required. The course may be repeated for credit (1/4 unit each).

Music 111, 112, 211, 212, 311, 312, 411, and 412 are courses designated for Applied Music students other than Performance Majors. One half-hour lesson per week is required. The course may be repeated for credit (1/4 unit each).

Music 161, 162, 261, 262, 361, 362, 461, and 462 are courses designated for Applied Music students admitted to the Performance degree or other Applied Music students with written permission from the Director. School of Music. One hour-long or two half-hour lessons per week is/are required and may be repeated for credit (1/2-1 1/2 units).

Registration for lessons is through the Music office prior to University registration.

CLASS LESSONS

CLASS LESSONS are available for students who wish to elect this form of applied music instruction or who, in the opinion of the Applied Music Chairman, lack the experience necessary to qualify for private or small group instruction.

105 Fundamentals of Piano I ¼ unit This course is designed for students who have had no previous keyboard instruction. The course will deal with basic elements such as general familiarity with the keyboard, posture, hand position, principles of fingering, exercises for finger control and independence, coordination of both hands, reading and listening, rhythm studies combining melodies and harmonies by ear. Easy transposition exercises, touch, dynamic balances, and the beginnings of ensemble playing. Fall term only. May be repeated for credit.

106 Fundamentals of Piano II ¼ unit This course is a continuation of Music 105 but may be available to students who have had a minimal amount of previous keyboard study elsewhere. The course will deal with the beginnings of piano technique: scales, chords, arpeggio patterns, chord progressions, harmonic interpretation of melodies, rhythmic fluency in sight-reading, transposing, and ensemble playing. There will be increased emphasis on music and artistic elements, dynamic shading, balancing of parts, touch, and phrasing. Spring term only. May be repeated for credit.

107 Fundamentals of Voice I ¼ unit Designed to introduce and develop basic vocal skills, including, but not limited to, tone quality, range, flexibility, and phrasing. This course is best suited to those with less than one year of previous vocal training. Fall term only. May be repeated for credit.

108 Fundamentals of Voice II ¼ unit A continuation of Music 107. Spring Term only. May be repeated for credit.

205 Fundamentals of Piano III ¼ unit This course is essentially a continuation of Music 105/106. It will review and refine skills which were acquired during the previous year of study. Students who do not take Music 105/106 but who have an equivalent amount of background from other sources may enroll in this course with the approval of the instructor. The main emphasis of the course will be placed on attaining greater fluency, musicality, and general command of the keyboard via appropriate technical drills, solo and ensemble sightreading, harmony, and transposition of easy materials, and the study of easy to intermediate repertoire, representing varied styles in classical as well as popular music. Fall term only. May be repeated for credit.
NUTRITION AND TEXTILES

Assistant Professor: Amy Sinclair, Chair

ABOUT THE DEPARTMENT

The food we eat, and the clothing we wear, are important statements about ourselves, our values, and the society we live in. For this reason, your course work in the Department of Nutrition and Textiles will not be limited to the traditional courses in household management.

Students of nutrition will learn about the chemical and physical characteristics of foods, their nutritive value, and the principles of food preparation. Textiles and clothing majors will study the history, sociology, and economics of textiles and apparel, as well as the consumer and management aspects of retail merchandising.

Finally, you will learn to design clothing aesthetically, as a mode for creative self-expression and as a means for improving the quality of human life.

B.A. DEGREE/TEXTILES AND CLOTHING MAJOR

The major in Textiles and Clothing, leading to the Bachelor of Arts, is a consumer oriented program with emphasis on the development and organization of the textile and clothing industries. Students majoring in this field learn the basic principles both of clothing design and retail merchandising. Costume and textiles are considered historically, as the effects of social, political, and economic conditions, and aesthetically, as cultural forms in their own right. A minimum of five courses, in addition to those listed below, is required in a related discipline, normally Business Administration or the human relations courses in the Department of Communication and Theatre Arts.

REQUIREMENTS

2. Economics 101
3. Comparative Sociology 102 or 103
4. Chemistry 120, 121
5. Mathematics 271

RETAIL MERCHANDISING

Students interested specifically in Retail Merchandising are encouraged to major in Business Administration, with an area requirement in Marketing and a minor in Textiles and Clothing.

REQUIREMENTS FOR A MINOR IN TEXTILES AND CLOTHING

A minor in Textiles and Clothing consists of the following courses:

COURSE OFFERINGS

107 Clothing Construction Fundamental principles of clothing construction as applied to the understanding and use of commercial patterns. Theory and application of pattern alterations and fitting techniques. Individual projects using fabrics made of different fibers.

108 Design in the Market Place A course in basic design. Learning to see, understand the processes of visual perception, developing aesthetic values and creative abilities. Field trips.

200 Consumer Textiles Consideration of textiles from the viewpoint of the consumer. Emphasis on fibers, fabrics and finishes with reference to production, processing, use and care. Field trips.

201 Nutrition Today A one-semester course for non-majors offering an overview of the fields of food and nutrition with emphasis on the importance of food in the maintenance of health, food selections based on nutrient requirements: dietary patterns and consumerism.

206 Food Patterns A study of the economic, cultural, psychological, and social determinants of food patterns. Meets a Society core requirement.
271 Sociocultural Aspects of Clothing. Interrelationships of body coverings, culture and human behavior.

301 Nutrition and Metabolism I. A study of the macro nutrients and water soluble vitamins. These topics will be discussed in light of current research. Prerequisite: Chemistry 251, Biology 204, 222.

302 Nutrition and Metabolism II. Exploration of the microscopic aspects and relating the utilization of all nutrients to the physiological needs of the human body at various stages of development. Prerequisite: Nutrition/Textiles 301.

327 Pattern Design and Advanced Construction. Apparel design encompasses drafting and draping; special emphasis on flat pattern techniques will be applied through construction of individually designed garments. Construction methods for the couture business, ready-to-wear industry and commercial pattern industry will be evaluated. Special design problems will also be considered. Field trips.

333 History of Costume and Textiles. Chronological study of the influence of social, political and economic conditions upon body coverings and textiles. Analysis of sources of present day design. Field trips.

450 Textile and Apparel Industry. Development and organization of the textile and apparel industries, including the function and policies of the various types of retail stores as these relate to the promotion of fashion merchandise. Field trips.

497 Field Experience. An opportunity for students to have field experience or employment in an area of interest. Weekly seminars will be held to discuss topics related to employment in general.

OCCUPATIONAL THERAPY AND PHYSICAL THERAPY

Associate Professor: Shelby J. Clayson, Margo Holm (on leave, 1980-81); Carol Kus, Steven J. Molek, Director. Occupational Therapy, Harriet D. Richmond, Roger W. Williams

Assistant Professor: Lynette Chandler, Julie Evans; Joyce Koval, Suzanne Olson, Director, Physical Therapy

Professional Assistant: Sharon Fultz, Watson W. Wade

ABOUT THE SCHOOL

The primary objective of the School of Occupational Therapy and Physical Therapy is to assist students in attaining the knowledge, skills, and attitudes required for the practice of occupational or physical therapy. Because physical therapy and occupational therapy are closely allied health professions, a second major objective is to provide an interprofessional primary education and experiences so that students will understand and respect the goals and skills of related professions within the health care environment. Occupational and physical therapists provide services to disabled individuals experiencing inability to function optimally. The physical therapist is concerned with helping an individual achieve pain-free strength, range, and coordination of motion. If normal motor behavior cannot be developed or restored, the physical therapist helps the individual learn to adapt his/her motor performance within the limitations of a permanent loss. The occupational therapist is concerned with helping the individual perform life tasks related to work, play and self-care. The inability to work, play or care for oneself may result from dysfunction of either motor or social behavior or both.

OCCUPATIONAL THERAPY

The focus of Occupational Therapy is the development of adaptive skills and performance capacity for individuals whose abilities to function are threatened or impaired by developmental deficits, the aging process, poverty and cultural differences, physical injury or illness or psychological and social disability. Occupational Therapy serves a wide population in a variety of settings, including hospitals, clinics, rehabilitation facilities, long-term care facilities, schools, extended care facilities, sheltered workshops, camps, private homes, housing projects, and community agencies and centers. Occupational therapists practice in collaboration with health, education and medical specialists.

The program is designed to prepare the individual to function as an occupational therapist in the practice setting and is accredited in accordance with the standards set by the American Occupational Therapy Association and the American Medical Association.

PROGRAMS IN OCCUPATIONAL THERAPY

There are three phases to the Occupational Therapy Program: pre-professional, professional, and field experience. The pre-professional phase occurs during the freshman and sophomore years with major emphasis in the liberal arts. During these two years, University core curriculum and completion of the prerequisites for admission to the program are required. Application must be made prior to the junior year (see Application Procedure).

The second phase, the professional aspect of the program, generally occurs during the junior and senior years. The major emphasis of study during this phase is upon the roles and functions of the occupational therapist.

The field experience phase follows graduation from the University. During this phase the student spends a minimum of six months practice under a registered occupational therapist in a hospital or health care agency. Upon completion of field experience, the student is eligible to write the national certification examination.
Three Courses of Study are Offered.

1. Undergraduate Education in occupational therapy, leading to the bachelor of science degree, requires the completion of 36 units of study and a minimum of six months field experience following graduation.

2. Certificate Program (advanced standing) in occupational therapy designed for college graduates who wish to become occupational therapists. This program is two academic years plus a minimum of six months field experience. The award of a second baccalaureate degree is optional.

3. Basic Master's Program in occupational therapy leading to a master of science degree for college graduates who wish to become occupational therapists. The program, which includes a thesis, is two academic years plus a minimum of six months field experience. In addition to meeting admission requirements for occupational therapy, candidates must meet the admission requirements for graduate students at the University.

REQUIREMENTS

Undergraduate and Certificate Students Must:

1. Be admitted to the Occupational Therapy Program (see application procedures).
2. Complete all courses required for the Occupational Therapy Major, including the required supporting courses in other departments, with a grade of C or better.
3. Maintain a cumulative grade point of 2.5 on a 4.0 scale. A student will be placed on academic probation if the cumulative grade point falls below 2.5 but required course grades are all C or better. A student will not be certified for field experience while on academic probation. A student will be dismissed if he/she: a) receives a D, F, or WF for the second time in a required course; or b) must repeat more than two of the required courses; or c) violates the standards of ethical practice observed by the academic and clinical educational programs in Occupational Therapy.
4. Complete all occupational therapy academic requirements and a minimum of six months Field Experience in a hospital or health care agency that holds an Extended Campus Agreement with the School of Occupational Therapy for the Bachelor of Science degree. A second baccalaureate degree is optional for the certificate student.
5. Maintain professional liability insurance during the professional and field experience phases of the educational program.
6. Provide transportation for travel to clinical facilities.
7. Pay a fee for field work experience.

Upon successful completion of the academic and Field Experience phases, the student is awarded the Certificate of Proficiency by the School of Occupational Therapy. Following completion of the entire program, the student is eligible to sit for the national examination for certification given twice each year by the American Occupational Therapy Association.

APPLICATION PROCEDURES

UNDERGRADUATE AND CERTIFICATE STUDENTS

Students in the Undergraduate and Certificate program must be accepted into the professional phase of the program. This usually is the junior year for undergraduate students, as the freshman and sophomore years are considered the pre-therapy years. Applications for admission to the Occupational Therapy program must be made by Feb. 15 for.

attendance in the fall term and by October 15 for attendance in the spring term. Applicants will be informed of selection decisions during April and November, respectively.

Approximately 40 students are admitted into the professional phase of the program each fall and spring term. Decisions regarding the admission of a student who have completed the prerequisite courses at the University of Puget Sound are made prior to consideration of.

transfer students.

A. Prerequisites for admission to the professional aspect of the program:

1. Baccalaureate Program
   a) Anatomy and Physiology, with labs (two units).

   Bio. 221, 222 or equivalent. b) Deviant Behavior or Abnormal Psychology (one unit) Soc. 206 or Psy. 240 or equivalent. c) Human Development (one unit), Ed. 307 or equivalent.

2. Certificate Program
   a) Bachelor's degree from an accredited university.
   b) Anatomy and Physiology, with labs (two units). Bio. 221, 222 or equivalent.
   c) Deviant Behavior or Abnormal Psychology (one unit), Soc. 206 or Psy. 240 or equivalents.
   d) Human Development (one unit). Ed. 307 or equivalent.
   e) At least two units of psychology and/or sociology beyond the introductory level.

B. Admissions decisions will be based upon the best balance of the following:

1) academic ability (GPA of 2.75 or above), 2) communication skills, 3) involvement in service organizations and projects, 4) understanding of the role of occupational therapists. 5) necessary prerequisites (see above).

Specific instructions for application must be requested from the Director, Occupational Therapy Program. The instructions from application are subject to change from year to year. All application materials must be postmarked prior to Feb. 15 for attendance in the fall term and prior to October 15 for attendance in the spring term.

COURSE OFFERINGS

UNDERGRADUATE AND CERTIFICATE PROGRAMS

The Occupational Therapy program consists of 13 required units, including OT 205, 210, 302, 330, 340, 341, 342, 343, 460, and 461.

Pre-therapy and/or occupational therapy courses completed elsewhere will not automatically substitute for any of these required courses. Occupational Therapy courses listed are professional courses open to non-majors only by special permission of the course instructor and the Director of the Occupational Therapy program.
Functional Anatomy of the Limbs and Back
An intensive study of the musculoskeletal system including the nervous and vascular systems as they pertain to it. Emphasis is placed on function of anatomical structures, through lecture, demonstration and laboratory experience. Prerequisite: Biology 221, 222.

Human Performance and Its Control System

Basic Concepts of Occupational Therapy
Introduction to various roles of the occupational therapist; knowledge of human performance activities of self-care, work and play/leisure; development of basic therapeutic skill; communication, observation and interview; awareness of evaluation and instructional processes of O.T. Includes a practicum using community resources for learning. Prerequisite admission to program. Biology 221, 222, and Psychology 240.

Self-Care/Leisure/Performance

Mental Health Dysfunction
Review of symptomatology and introduction to OT evaluation methods, treatment principles and modalities for children, adolescents, adults and geriatric clients in a mental health setting. OT treatment for various theoretical models will be emphasized. Prerequisites: OT 341 and 455.

General Medical Dysfunction
Understanding the impact of health and illness through investigation of disease process: physical, emotional and environmental stress and trauma; factors affecting health care systems with emphasis on general medical problems. Prerequisites: 210, 302.

Orthopedic/Neurological Dysfunction
Understanding of impact of health and illness through investigation of congenital and developmental defects and deficits; disease process, physical, emotional and environmental stress and trauma; factors affecting health care systems with emphasis placed on the neuromusculoskeletal system. Prerequisites: 202, 210, 322, 330 and 340.

Pediatric Function/Dysfunction
Study of Occupational Therapy in Pediatrics with emphasis upon the motor and sensory integrative performance of occupational behavior. This course examines normal/abnormal development and evaluation procedures and introduces treatment procedures. A practicum with children with impairment of motor functioning is included. Prerequisites: OT 302.

Field Experience in Occupational Therapy
Field Experience in local occupational therapy department. Summary log and at least 100 hours of supervised experience plus research paper or project are required.

Work Performance
Evaluation and adaptation for work skills and work behaviors. Use of power machines and hand tools for development of adaptive equipment and work samples. Overview and experience in job analysis, work sample design and work sample construction. Prerequisite: OT 460

Concepts of Clinical Treatment
Credit, 2 units. Development of knowledge and skill in the occupational therapy process; emphasis on evaluation and planning, specific roles and functions of the practitioner. Implementation of treatment program for selected clients. Theoretical and conceptual aspects of administration, consultation and community health care planning. Prerequisites: OT 210, 343.

Applied Clinical Treatment
Development of skills in consultation, administration, supervision and health care planning; responsibility for program implementation with selected clients. Prerequisites: OT 340, 460.

Physical Dysfunction

Psychiatric

Pediatrics

Field Experience
No credit. Required. At least six months field experience in a hospital or other agency with guided experience in client contact in areas below. Prerequisites: baccalaureate degree and satisfactory completion of the Occupational Therapy major plus approval by the Director of the School of Occupational Therapy.

Internship
To be served in such specialty areas as general medicine and surgery, mental retardation, or gerontology.
GRADUATE COURSE OFFERINGS

515 Survey of Occupational Therapy  Introduction to occupational therapy and basic skills practice through presentation, observation, and practical experience. The student will observe and work in various occupational therapy clinical settings, which provide the opportunity to observe client treatment and to develop therapeutic relationships. A weekly seminar is held to supplement clinical experience.

530 Occupational Performance  Survey and application, problem identification, goal-setting, and criterion-referenced performance techniques for living/leisure skills. Overview and application of job analysis, work sample design, and work sample construction.

540 Basic Concepts of Occupational Therapy  Evaluation and treatment planning for general medical problems, implementation, and record-keeping methods. Format includes physicians' lectures, clinical demonstrations, and case-study approach. Practicum included.

541 Applied Concepts of Evaluation and Treatment Planning  Evaluation and treatment planning for neurological and orthopedic problems, theoretical and conceptual aspects of consulting and community health care planning. Format includes physicians' lectures, clinical demonstrations, and case-study approach. Practicum included.

542 Mental Health Dysfunction  Review of symptomatology and coping methods. Survey of OT evaluation, treatment planning, implementation, and recording methods for various psychiatric treatment theories. Practicum and seminar.


560 Organization and Administration of OT  Organization and administration of client practice, including peer review, time management, department development, budget, and supervision.

561 Concepts of Clinical Treatment  Theoretical-practical formulations of intervention with selected clients. Responsibility for program implementation, development of skills in consultation, supervision/administration, applied research, and health care planning.

593 Introduction to Research  Development of inquiry skills, emphasis on problem definition, research design, methodology, and data analysis.

698 Thesis  Research in occupational therapy culminating in an article for possible publication in an appropriate journal.

PHYSICAL THERAPY PROGRAM

Physical Therapy is a health care profession whose practitioners utilize physical modalities including heat, cold, water, light, electricity, massage and exercise to promote healing, to relieve pain and to maintain or restore strength, range and control of motion. The psychological motivation and support afforded the patient and the patient's family during and following the treatment program further expands the therapist's involvement in health care.

The responsibilities of the practicing physical therapist are varied. Within the framework of a single job, even the recent graduate is often called upon to serve as a provider of service, administrator, supervisor, teacher, program planner, consultant, and researcher.

The Physical Therapy program offers a four year program that integrates liberal and professional education. Students are given the opportunity to acquire knowledge and skills necessary for their chosen field. Knowledge of medical conditions and problems, physiological processes, psychology, social theories, and the humanities prepare the student to make judgments and decisions necessary in treating the patient. Students also have the opportunity to investigate all areas of study available on campus in the pursuit of a liberal education. The program is designed to enable the student to perform the clinical, teaching, and administrative duties required of a physical therapy graduate.

Physical therapists are employed in a variety of settings including hospitals (general or specialized), nursing homes, schools for the handicapped, public schools, physicians' offices, clinics, long term care facilities, research facilities, sports medicine clinics, county, state or other governmental agencies, educational centers offering programs for physical therapists, physical therapist assistants, and occupational therapists: and the Armed Forces. Physical therapy incorporates a broad spectrum of roles such as direct patient care, consultation, supervision, teaching, administration, research and community service.
Salaries are comparable to professions requiring similar educational preparation. They differ according to geographic location and local policies. Average salary ranges are: 1) recent graduates of four-year or certificate programs, $8,000 to $10,000 per year; 2) supervisors, teachers, consultants, $14,000 to $20,000; 3) experienced, high-level physical therapists in clinical, consultative, education or administrative positions, $15,000 to $25,000. (Figures valid as of 1977.) The Physical Therapy Program at UPS is accredited by the American Physical Therapy Association.

REQUIREMENTS FOR THE MAJOR

In addition to the general University core requirements, the student majoring in Physical Therapy must satisfactorily meet the following requirements:

1. Be admitted to the Physical Therapy Program (see application procedure);
2. Complete the following required courses: Chemistry 120 and 121, or equivalent; Physics 111 and 112, or equivalent; Biology 221 and 222; Sociology 206 and 207; Business Administration 351; Education 307; Physical Therapy 201, 205, 210, 230, 330, 331, 340, 341, 430, 497;
3. Complete all courses required for the Physical Therapy major, including the required supporting courses in other departments, with a grade of C or better;
4. Maintain a cumulative grade point average of 2.5 on a 4.0 scale. A student will be placed on academic probation if cumulative grade point average falls below 2.5 but required course grades are all C or better. A student will not be certified for Clinical Internship while on academic probation. A student will be dismissed from the program if he/she:  a) receives a D, F, or WF for the second time in a required course; or b) must repeat more than two of the required courses; or c) violates the standards of ethical practice observed by the academic and clinical education programs in Physical Therapy;
5. Complete 36 academic units plus 14 weeks of full-time clinical internship under supervision of registered physical therapists in clinical facilities that hold an Extended Campus Agreement with the Physical Therapy Program.
6. Maintain professional liability insurance during the professional phase of the educational program;
7. Provide transportation to clinical facilities. Upon successful completion of the academic program and clinical internship, a Bachelor of Science degree is granted. The graduate is eligible to sit for the state licensure examinations for Physical Therapists.

Physical Therapy students are required to pay a fee for PT 497 Clinical Internship.

The faculty strongly recommends that Physical Therapy students fulfill the University's oral communication requirement by taking a course in interpersonal communication or a small group process (CTA 200, 202 or 203). The course recommended to fulfill the comparative values requirement in the senior year is Religion 307. Students who are not required to fulfill University general education requirements (having met them at a previous institution) are required to take CTA 200, 202, or 205 and Religion 307, if majoring in Physical Therapy.

APPLICATION PROCEDURES

Application for admission to the Physical Therapy Program must be made by February 15 for attendance in fall term. Applicants will be informed of selection decisions during April.

Thirty students are admitted into the sophomore class each fall. An average of 150 applications are received for each class. While it is not our intent to deny anyone the privilege of applying under present circumstances, we urge you to seriously consider the competitive nature of the selection process prior to making application. Decisions regarding admisibility of students who have completed the prerequisite courses at the University of Puget Sound are made prior to consideration of transfer students. All applicants must have completed chemistry and physics (UPS Chemistry 120 and 121, or equivalent; Physics 111 and 112, or equivalent) prior to application or describe specific plans for completion prior to matriculation.

The Physical Therapy admission committee strives to select those applicants whose academic record predicts academic success in the program, and whose interests, background, and professional goals are compatible with the philosophy and goals of the Physical Therapy Program. Admissions decisions will be based on information related to the following:

prerequisites; prior to matriculation: academic ability of 2.8 cumulative GPA and minimum 2.5 science GPA; exposure to the practice of physical therapy (for example, a job in a physical therapy clinic, volunteer work in a physical therapy clinic, living with someone who received physical therapy, or having personally been a patient in physical therapy); career goals, communication skills (oral and written); characteristics such as independence in learning, curiosity, flexibility and ability to follow directions; knowledge of physical therapy.

Specific instructions for application must be requested from the Office of Admissions. The instructions for application are subject to change from year to year. All application materials must be postmarked prior to February 15.

COURSE OFFERINGS

201 Physical Therapy Concepts and Roles. Exposure to various roles of the physical therapist through experiential and theoretical learning modules, issues, and trends of physical therapy in the health care delivery system, basic skills and procedures which form the foundation of the Physical Therapy educational program. Laboratory and clinical experiences. For PT majors.

205 Functional Anatomy of the Limbs and Back. An intensive study of the musculo-skeletal system including the nervous and vascular systems as they pertain to it. Emphasis is placed on function of anatomical structures through lecture, demonstration, and laboratory experience. Prerequisites: Biology 221, Physical Therapy 201.

210 Human Performance and Its Control System. Credit, 2 units. See Occupational Therapy 210. Prerequisites for PT students: Biology 221, 222 or concurrent enrollment in Biology 222, and PT 205.

PHILOSOPHY

Professor: John M. Magee, Chair
Assistant Professor: Bruce Altshuler, Douglas Cannon

ABOUT THE DEPARTMENT
The department takes an eclectic view of the role of philosophy so that students will be exposed to a wide range of philosophical perspectives. The staff is highly qualified in a range of philosophical methods which are deployed according to the needs of students and the problems at hand.

The faculty divide their energies among courses (A) with an historical emphasis, (B) with the focus on logic, mathematics, and science, and (C) emphasizing values.

The overall purpose of the department is to provide for the student: (1) Familiarity with the various modes and ways of doing philosophy. (2) An increase in the power both of analytic and synthetic thinking. (3) An increase in self-understanding that comes from the rigorous examination of beliefs, the nature of good reasons, the role of presuppositions, and the place for non-rational elements in human existence. (4) The acquisition of tools for shaping decisions about values both social and personal. (5) A knowledge of the history of the great thinkers of Western philosophy. (6) An opportunity to become aware of the wisdom of Eastern philosophy. (7) A knowledge of the way that history has shaped and still challenges our present culture. (8) A sense of the logical boundaries of the whole knowledge and belief enterprise.

Students planning to do graduate work will be well-prepared for advanced study.

REQUIREMENTS FOR THE MAJOR
At least one year of study of a foreign language is highly recommended. Nine courses, distributed as follows, are required for the student who wishes to major in Philosophy (Introduction to Philosophy 104, 105 or 106 does not count toward the major):

1) History (three courses): Ancient Philosophy (215) and two from the following: Philosophy 219, 222, 314, or 315.
2) Area of logic and analytic philosophy (three courses): Logic (273), choice of Philosophy of Mind (321) or Philosophy of Language (319), and choice of Philosophy of Science (332) or Epistemology (320).
3) Area of philosophy of values (two courses): Philosophy Ethics (383) or Social Ethics (384), and one from the following: Philosophy 306, 443, 463, or 482.
4) One additional course in Philosophy.

REQUIREMENTS FOR THE MINOR
Five courses are required: Ancient Philosophy (215), Modern Philosophy (219), Logic (273); either Ethics (383) or Social Ethics (384); and one of the following: Philosophy of Language (319), Epistemology (320), Philosophy of Mind (321), or Philosophy of Science (332).

COURSE OFFERINGS
Philosophy 104, 105, and 106 are open only to freshmen and sophomores. Credit is allowed for only one of these courses. Freshmen may take any 200-level course.

104 Introduction to Philosophy: An Intercultural Approach. Centers around problems common both to Eastern and Western philosophy. What is philosophy, the nature of reality, the self, ethics, and theory of knowledge. Some Eastern philosophers consulted: Plato, Anselm, Kierkegaard, Sartre, James, Kant, Descartes, Hume, and Blanshard. Eastern thinkers or writings: Upanisads, the Bhagavad Gita, Sankara, the Buddha, Nagarjuna, the Surangama Sutra, the Tao Te Ching, Zen writings, Confucius, Changtzu, and Chy Hsi. Satisfies Humanistic Perspective core requirement.
105 Introduction to Philosophy: An Analytical Approach A study of representative philosophical problems such as mind and body, the existence of God, the nature of truth, and the distinction between facts and values. Contemporary and classical readings. Analysis emphasized. Satisfies Humanistic Perspective core requirement.

106 Introduction to Philosophy: An Historical Approach Traditional issues in philosophy are presented through the work of major philosophers, both classic and contemporary. Among those read are Plato, Descartes, Hume, Kant, and Russell. Satisfies Humanistic Perspective core requirement.

215 Ancient Philosophy Ancient Greek philosophy beginning with the pre-Socratics and focusing on Plato and Aristotle. Satisfies Humanistic Perspective core requirement.

219 Modern Philosophy from Descartes to Kant A survey of the major philosophers of the seventeenth and eighteenth centuries. Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Metaphysics and epistemology are emphasized.

222 British Empiricists: Locke, Berkeley and Hume A study of the work of the founders of the empiricist tradition. Satisfies Humanistic Perspective core requirement.

273 Logic Concepts and methods of deductive logic: logical form, inference, and proof. Preparatory to use of logic in advanced courses in philosophy. Satisfies Quantification core requirement.


315 Analytic Philosophy A survey of the development of philosophical analysis in the 20th century. Topics include the early work of Russell and Moore, logical positivism, Wittgenstein’s later philosophy, “ordinary language” analysis, and contemporary writings of Quine.

319 Philosophy of Language Contemporary views of language and their bearings on broader questions, especially the metaphysical. Topics: meaning, reference, and truth. Readings in Frege, Russell, Wittgenstein, Quine, Kripke, and Dummett.

320 Epistemology Considers questions: “What and how do we know?” Topics: philosophical skepticism and possible responses to it, the foundations of knowledge, and the contributions of psychology and other natural sciences.

321 Philosophy of Mind Topics: the nature of mind, behaviorism and mentalism, mind and body, functionalism and the computer model in cognitive psychology, and the theory of innate ideas in contemporary linguistics.

332 Philosophy of Science The structure, range, and justification of scientific theories. Topics: scientific explanation, status of theoretical terms, confirmation and induction, and the scope and authority of science. Other topics of class concern.

373 Advanced Logic For students with first course in logic or equivalent mathematical preparation. Topics: the Skolem-Lowenheim Theorem, Godel results on the incompleteness of arithmetic and the unprovability of consistency, Turing computability, and formal theories of truth. Further topics from proof theory, model theory, recursion theory, and set theory.

380 The Human Prospect An examination of the prospects for humanity in the light of selected philosophies of history. Such thinkers as Spengler, Toynbee, Marx, Sorokin, Heidegger, and Kahn will be considered along with figures of this mode of thought such as Popper, Aaron, Marcel, and Jaspers. Satisfies Humanistic Perspective core requirement.

383 Ethics A case-study approach to some fundamental personal ethical problems using classical and modern ethical theories and contemporary analysis. Satisfies Comparative Values core requirement.

384 Social Ethics A study of the ethical dimensions of social problems and social theories about them: democracy, justice, rights, racial and sexual discrimination, criminal punishment, civil disobedience, property, war, and the enforcement of morals, abortion, and biomedical technology. The air is to evoke justifiable ethical principles that apply to these issues. Satisfies Comparative Values core requirement.

386 Existentialism Examines major concepts relevant to the question: “What does it mean to exist as a human being?” Chief authors: Kierkegaard, Nietzsche, Heidegger, Sartre, Jaspers, Marcel, Simone de Beauvoir, Merleau-Ponty, Martin Buber, and Paul Tillich. Satisfies Comparative Values core requirement.

391 Comparative Philosophies of Meditation & Mysticism An intercultural study of methods of meditation with their mystical counterparts. Classical methods of Hinduism, Buddhism, Islam, Judaism, and Christianity will be compared as to presuppositions, proposed outcomes, and values. Non-religious methods will also be examined. Guided meditation will be used to demonstrate some of the methods.

443 Aesthetics: Philosophy of Art A critical examination of the problems that arise in trying to understand the creation, nature, and appreciation of art. Art will be viewed in its relation to other aspects of culture such as morality, economics, and ecology. A variety of classical and contemporary perspectives will be examined. Satisfies Comparative Values core requirement.

463 Philosophical Systems of India and China Major oriental philosophical schools and their systems, emphasis on orthodox Indian schools: the development of classical Chinese thought and its Buddhist variations. Satisfies Comparative Values core requirement.

482 Philosophy of Religion Aspects of religious faith, including such philosophical questions as the meaning of religious language and experience, the function of reason, the “existence” of God, the problem of evil, non-scientific ways of certifying belief, and the significance of critical dialogue among competing religions.
3. **Skill Proficiency:** All majors and minors must complete skill proficiency requirements in skill areas as indicated below:

<table>
<thead>
<tr>
<th>Dance</th>
<th>Team Sports</th>
<th>Individual/Dual</th>
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</thead>
<tbody>
<tr>
<td>Major</td>
<td>1 skill area</td>
<td>3 skill areas</td>
</tr>
<tr>
<td>Minor</td>
<td>1 skill area</td>
<td>2 skill areas</td>
</tr>
<tr>
<td>Ballet Dance</td>
<td>Baseball</td>
<td>Archery</td>
</tr>
<tr>
<td>Modern Dance</td>
<td>Basketball</td>
<td>Badminton</td>
</tr>
<tr>
<td>Folk Dance</td>
<td>Football</td>
<td>Bowling</td>
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<tr>
<td>Jazz Dance</td>
<td>Soccer</td>
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<td>Ballroom Dance</td>
<td>Softball</td>
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<td>Water Polo</td>
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<td>Swimming</td>
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<td></td>
<td></td>
<td>Tennis</td>
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<tr>
<td></td>
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<td>Weight Training</td>
</tr>
</tbody>
</table>

Proficiency may be achieved in the following ways: 1. A grade of B or better earned at an intermediate level in an activity class, 2. pass skill and knowledge test, 3. compete on an intercollegiate or extramural team.

**REQUIREMENTS FOR THE MAJOR**

Completion of the following core courses: PE 126, 189, 190, 191, 227, 310, 314, and 410. In addition to the core courses, the student may select one or more of the following fields of emphasis:

1) **Teaching:** Biology 221, 222; PE 272, 312, 321, 323, 325, 326, 461, plus three additional units of electives within the Department, totaling a minimum of eleven units in PE. Additional requirements for teaching certification include Education 301, 302, 346, 401/402, 415, 416; PE 365/Education 463. See the School of Education for prerequisites to education classes.
2) **Athletic Coaching:** Biology 221, 222; PE 325, 437, 461, plus two of the following: 249, 331, 332, 333, 334, 353, 363, and two additional electives within the Department totaling a minimum of eleven units in PE.
3) **Recreation Leadership:** PE 192, 284, 316, 323, 326, 365, 386, 488, plus additional electives within the Department totaling a minimum of eleven units in PE.
4) **Sport and Exercise Sciences:** Biology 221, 222; PE 213, 214, 272, 325, 461, 462; Nutrition 301 plus 2.5 additional units of electives within the Department totaling a minimum of eleven units in PE.

**REQUIREMENTS FOR THE MINOR**

Completion of the following core courses: PE 190, 227, 310, 314. In addition to the core courses for the minor, the student must complete 3.5 additional units within the Department. A minimum of 2.5 of these units must be taken in the field of emphasis.

**COURSE OFFERINGS**

**INTERCOLLEGIATE VARSITY SPORTS**

One-half activity credit each:

- 101A Cross Country (men)
- 101B Cross Country (women)
- 102 Football (men)
- 103A Soccer (men)
- 103B Soccer (women)
- 104 Volleyball (women)
- 105A Basketball (men)
- 105B Basketball (women)
- 106A Skiing (men)
- 106B Skiing (women)
- 107A Swimming (men)
- 107B Swimming (women)
- 108 Baseball (men)
- 109 Softball (women)
- 110A Crew (men)
- 110B Crew (women)
- 111 Golf
- 112A Tennis (men)
- 112B Tennis (women)
- 113A Track (men)
- 113B Track (women)

**ACTIVITY COURSES**

One-quarter unit activity classes are generally offered four days a week for half a semester. Consult the schedule of classes for exact starting dates. Each activity may be taken twice for credit.

- 122 Strength Training and Coordinating
- 123 Power Lifting for Football
- 124 Jogging and Aerobics
- 125 Marathon Running
- 126 Individualized Fitness
- 129 Adaptive PE
- 130 Scuba
- 131 Alpine Hiking and Backpacking
- 132 Advanced Alpine Hiking and Backpacking
- 135 Alpine Skiing
- 136 Wilderness Skiing
- 137 Beginning Riding
- 138 Intermediate Riding
- 140 Archery
- 141 Beginning Bowling
- 142 Intermediate Bowling
- 144 Pickleball
Physical Science

150 Fencing
151 Tumbling and Gymnastics
152 Beginning Golf
153 Intermediate Golf
154 Beginning Swimming
155 Intermediate Swimming
156 Advanced Swimming
157 Lifeguarding
158 Beginning Tennis
159 Intermediate Tennis
160 Advanced Tennis
161 Handball
162 Racquetball
163 Beginning Badminton
164 Intermediate Badminton
165 Beginning Volleyball
166 Intermediate Volleyball
167 Beginning Basketball
168 Advanced Basketball
169 Beginning Soccer
170 Beginning Softball
171 Intermediate Softball
172 Beginning Ballet
173 Intermediate Ballet
174 Beginning Jazz Dance
175 Intermediate Jazz Dance
176 Folk Dance
177 Ballroom Dance

ACADEMIC COURSES
190 Foundations of Fitness ½ unit.
191 Perspectives in Physical Education and Sport ½ unit.
192 Recreation Arts and Crafts ½ unit.
193 Personal Health ½ unit.
210 Motor Development ½ unit.
211 Motor Learning ½ unit.

223 Methods of Officiating Basketball and Volleyball ½ unit.
224 Treatment and Prevention of Sports Injury ½ unit.
249 Aquatics Theory (W.S.I.) ½ unit.
250 Administration of Aquatics ½ unit.
251 First Aid ½ unit.
272 Evaluation and Measurement ½ unit.
284 Camp Leadership
310 Administration of Physical Education, Recreation, and Athletics ½ unit.
311 Curriculum Development in Physical Education ½ unit.
314 Adaptive Physical Education, Recreation, and Athletics ½ unit.
316 Administration of Intramurals and Recreational Sports ½ unit.
321 Methods of Teaching Tumbling and Gymnastic Stunts ½ unit.
323 Methods of Teaching Individual and Dual Sports ½ unit.
325 Kinesiology ½ unit.
326 Methods of Teaching Team Sports ½ unit.
331 Football Theory ½ unit.
332 Basketball Theory ½ unit.
333 Track and Field Theory ½ unit.
334 Baseball Theory ½ unit.
335 Volleyball Theory ½ unit.
336 Tennis Theory ½ unit.
350 Physical Education in the Elementary School ½ unit.
375 Health Education in the Secondary School ½ unit.
385 Recreation and Leisure in Today's Society 1 unit.
386 Recreational Leadership and Program Planning 1 unit.
410 Facilities Planning and Management for Physical Education, Recreation, and Athletics ½ unit.
437 Psychology of Coaching ½ unit.
461 Physiology of Exercise 1 unit.
462 Advanced Physiology of Exercise ½ unit.
497 Internship ½-1 unit.
498 Internship ½-1 unit.

PHYSICAL SCIENCE

Professor: Bert Brown (on leave, fall 1980). J. Stewart Lowther, Martin Nelson

ABOUT THE PROGRAM
Courses in the Physical Sciences are offered by members of the Physics and Geology Departments to give students a broad choice of subject matter. These courses are offered primarily for non-science majors and satisfy the general University Natural World core requirements.

COURSE OFFERINGS
101 Weather and Climate
Physical processes related to weather, climate. High school algebra recommended. Meets a Natural World core requirement.

102 Astronomy
Methods of study of the heavens from ancient times to the present. High school algebra recommended. Meets a Natural World core requirement.

103 Physical Science—Historical Developments
Historical development of man's concepts, theories concerning the nature of the physical universe and its processes; motion, gravitation, radiation, energy transformations, stellar evolution. Meets a Natural World core requirement.

108 Physical Oceanography
Physical, chemical, geological characteristics of the oceans and adjacent seas; the dynamics of ocean processes and their relationship to man's environment. Meets a Natural World core requirement.
PHYSICS

Professor: Bert Brown, Chair (on leave, fall 1980); Zdenko F. Danes, Martin Nelson
Associate Professor: Frederick Sies
Research Professor: William Campbell
Research Associate: Myri Beck

ABOUT THE DEPARTMENT

Physics is a basic science with applications in many related and allied fields—among them chemistry, biological sciences, engineering, geophysics, astronomy, oceanography, meteorology, environmental sciences, and mathematical physics.

The program gives students a strong background in fundamental physics, which should prepare them for employment in industry or government, for teaching, or for advanced study in graduate schools. Variations in the requirements can be made on an individual basis for students planning for a career in a related field or in secondary teaching. Some students acquire a double major in physics and a related field.

Laboratory work is scheduled in the majority of the courses, and independent research projects are encouraged. A considerable amount of sophisticated laboratory equipment is made available for student use either in course-related laboratory work or independent investigations. Excellent photographic facilities, machine shop and electronic equipment enhance the program within the Department.

REQUIREMENTS FOR THE MAJOR

1) Physics 121, 122 (the 111-112 sequence will also be accepted); Physics 305; Physics 351, 352; five additional units of upper-level physics.
2) Six units of mathematics, or competence at Math 221 level, plus 3 additional units.
3) Two units of chemistry, or two units of biology.
4) Students are encouraged to acquire reading competence in a foreign language.

REQUIREMENTS FOR THE MINOR

Physics 121, 122 (the 111-112 sequence will also be accepted), three additional units of upper-level physics.

COURSE OFFERINGS

111 General College Physics This course is designed for any interested student regardless of his particular major, and provides an introduction to the study of motion, matter, waves, sound, fluids, heat, electricity, magnetism, and light. Emphasis is placed on the interrelationship of these subject areas and the historical and philosophical development of our understanding of them. The beauty and simplicity of nature is stressed throughout. Although it is assumed that the student brings only a background of high school algebra, additional mathematical concepts are developed within the course, as they become useful for a better understanding of nature. Meets a Natural World core requirement.

112 General College Physics This course is a continuation of 111. Prerequisite: Physics 111
Meets a Natural World core requirement

113 General College Physics This course is a continuation of Physics 111/112. Coverage will include alternating currents, quantum phenomena, and the quantum nature of light, the wave nature of matter, atomic and molecular processes, radioactivity and nuclear processes, and applications of physics to cosmological problems.

121 General University Physics Credit, 1½ units. Fundamental principles and application of mechanics, gravitation, heat, and wave motion treated with the use of differential and integral calculus. Prerequisite: Mathematics 121 (may be taken concurrently). Meets a Natural World core requirement.

122 General University Physics Credit, 1½ units. Continuation of Physics 121
Fundamental principles and applications of electricity, magnetism, optics and quantum concepts treated with the use of differential and integral calculus. Prerequisites: Physics 121, Mathematics 122 (may be taken concurrently) Calculus methods are used throughout. Meets a Natural World core requirement.

124 World of Color and Sound A study of the principles of seeing and hearing, colors, musical tones and instruments, physics of radio, television, photography. Offered Winterim only. Meets a Natural World core requirement.

305 Analytical Mechanics An intermediate course which aims at a thorough understanding of the fundamental principles of mechanics. The precise mathematical formulation of physical problems is emphasized. Though only a knowledge of calculus is assumed, higher mathematics is introduced throughout the course. The student will learn to find solutions to otherwise difficult problems by means of numerical methods using the available computer facilities. A detailed treatment of certain problems of primary importance in physics, including harmonic oscillators and planetary motion. Prerequisite: 112 or Mathematics 122.

310 Statistical Mechanics and Thermodynamics Newtonian mechanics combined with methods of probability are developed 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 simplistic beauty. Certain properties of metals and gases are derived from first principles. The analysis of electromagnetic spectra leads to the initial development of the quantum theory and the statistics obeyed by fundamental particles. (This course assumes a knowledge of calculus.) Prerequisites: Physics 305 and Mathematics 221, or permission of instructor.

311 Atomic and Nuclear Physics Experimental and theoretical developments in physics from the late 19th century to the present. Prerequisites: Physics 122 (or Physics 112) and Mathematics 221.

322 Circuits and Electronics For any student 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 is intended to demonstrate the practical method of investigation of electronic devices in this rapidly growing field. Original design of electronic circuits is emphasized. Topics include AC and DC circuit analysis, amplifiers, active and passive filters, operational amplifiers, and digital electronics. Prerequisite: Physics 112 or 122. Calculus is recommended.
351 Electromagnetic Theory  Theory of
electrostatic and magnetostatic fields; theory of
potential; harmonic functions; fundamentals of
boundary value problems. Prerequisites: two
semesters general physics, three semesters
calculus, one semester differential equations.
Intermediate course using techniques of
introductory physics and mathematics.

352 Electromagnetic Theory  Continuation of
351 Propagation of electromagnetic waves:
energy transfer, special relativity, principles of
optics; physics of plasmas. Prerequisite:
Physics 351.

371 Geophysics I  Shape of Earth: Gravity,
isostasy; Earth's magnetism, aurora, radiation
belts and cosmic rays; gravity and magnetic
prospecting. Prerequisites: two semesters
general physics, two semesters calculus, two
semesters geology. Intermediate course uses
methods from introductory courses.

372 Geophysics II  Stress and strain,
fundamentals of tensors; elasticity; viscosity;
extraction waves; seismic prospecting, flow of
fluids, creep of glaciers, slow deformations
in the earth's crust and mantle. Prerequisites: two
semesters General Physics, two semesters
Calculus, two semesters Geology. Intermediate
course uses methods from introductory
courses. Physics 371 is not a prerequisite.

407 Advanced Mechanics  Dynamics of
particles and rigid bodies; Lagrangian and
Hamiltonian mechanics; calculus of variations;
tensor analysis. Prerequisites: Physics 305 and
Math 301.

408 Special Topics in Theoretical
Physics  Covers some of the following topics:
Advanced electromagnetic theory; elasticity;
fluid dynamics; differential geometry; special
and general relativity; mathematical methods
in physics. Prerequisites: Physics 352 and Physics
407.

412 Quantum Mechanics  Mathematical
development of the quantum theory of matter.
Prerequisites: Physics 305, 311, 352.
Mathematics 221 Math 301 desirable.

POLITICS AND
GOVERNMENT

Professor: Paul H. Heppe, Chair: Philip M. Phibbs
Associate Professor: Craig G. Gunter, Arpad
Kadarkay
Assist Professor: David Balaam, Priscilla
Regan

ABOVE THE DEPARTMENT

The Department of Politics and Government
aims to acquaint students with the theoretical
and empirical aspects of man's political
experience; it directs its efforts toward the
development of 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 human 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 postgraduate programs, or
   careers in public service.

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. A coherent core program which
focuses on the mainstream of political inquiry,
tovers intellectual growth and development of
students. This program will be grouped into
the following sub-areas: (1) American Institutions
Processes, and Behavior; (2) Comparative

REQUIREMENTS FOR THE MAJOR

1. Completion of a minimum of 10 units in the
   Department of Politics and Government to
   include:
   A. Minimum of two units selected from the four
      introductory courses: P&G 110, 120, 130, 140.
   B. One upper division course (300 or 400 level)
      from each of the four major areas: American
      Government and Institutions; Comparative
      Politics; International Politics; Political
      Philosophy.
   C. Two of the remaining four units concentrated
      in one of the four major areas.
   2. Two courses meeting Society core
      requirements and one course meeting the
      Historical Perspective core requirement, all of
      which must be taken outside the Department
      of Politics and Government.
   3. Any deviation from these requirements
      requires written approval by the Politics and
      Government faculty meeting as a whole.

REQUIREMENTS FOR THE MINOR

1. A minimum of two units selected from the four
   introductory courses.
2. A minimum of four units, two of which must be
   at the 300 or 400 level and concentrated in one
   of the four major areas.
3. At least three units of the total must be taken
   in residence at this university.
4. Any deviation from these requirements
   requires written approval by the Politics and
   Government faculty meeting as a whole.
COURSE OFFERINGS

AMERICAN INSTITUTIONS, PROCESSES AND BEHAVIOR

110 U.S. Government and Politics A systematic consideration of basic elements of the American federal system beginning with the constitutional era. Particular attention will be given to formal political organizations, civil liberties, political parties and citizen participation, and to American political thought. Meets a Society core requirement.

210 Law and Society Introduction to the nature, role, function, and processes of law in society. Topics include: sources and development of law in society; basic concepts and theoretical perspectives on the nature of law, and an examination of the institutions, organization, procedures, and practices of the American judicial system. Meets a Society core requirement.

311/511 Political Parties and Electoral Behavior The course will offer an historical, comparative and analytical study of the American party system. Party organization and function, the dynamics of nomination, campaign techniques, political socialization, elections, and voting behavior will be studied.

312/512 The Legislative Process Students will examine the historic role of Congress but concentrate on contemporary congressional functions. The focus will be on the realities of power and responsibility, relationships with the president, the bureaucracy, outside pressures which impinge upon congressional actions, and the current issues before Congress. Meets a Society core requirement.

313/513 American Constitutional Law: Civil Liberties Examination of constitutionally limited government; the history, development, and nature of American civil liberties; and the role of the Supreme Court in securing basic civil rights in America. Meets a Society core requirement.

314/514 Public Administration and Public Policy Introduction to public administration and public policy; an examination of the nature and study of public administration and public policy. Topics include: internal constraints and external restraints on public bureaucracy; agency survival and bureaucratic pathologies; administrative discretion and responsibility; the nature of public policy-making and its relation to public administration; and the tension between bureaucracy and democracy. Meets a Society core requirement.

316/516 State and Urban Politics Within the context of American federalism, state and urban political institutions and policy processes are examined. Special attention is given to federalism, problems of financing urban governments and policies, and the role of the chief executive, legislative bodies, and the courts in state and urban politics. Meets a Society core requirement.

410/510 The U.S. Presidency A study of the creation, development, and institutionalization of the Presidency. Attention will be given to perspectives on the theory and practice of presidential power, as well as to the major roles of the Presidency, problems of presidential selection, tenure, succession, and proposed reforms.

415/515 Public Policy Processes and Analysis The nature and study of the dynamics of public policy processes in the United States, and the role of policy analysts. (Focuses not only on systematic analysis of public policy-making—e.g., who makes policy and when, where, and how—but also critically examines the role of policy analysts, e.g., who analyzes policies, when, where and how programs are evaluated, and upon what criteria, for what purposes, and with what consequences.

COMPARATIVE POLITICS

120 Comparative Politics Conceptual approach to the study of comparative politics: interrelation of socio-economic and cultural characteristics, types of authority and political behavior. Case studies of the three types of national systems will be studied: 1) Western, industrial, democratic states; 2) totalitarian states; and 3) Third World states. Meets a Society core requirement.

320/520 The Soviet Union and Eastern Europe Intensive analysis of Soviet society with special attention to the relationship of ideology to the Soviet state, the organization and role of the Communist party, elites and socialization. The other countries of Eastern Europe will be compared with the Soviet model, using theories of modernization and change analysis.

321/521 Western European Political Systems Comparative analysis of the political institutions and processes of France, West Germany, Italy, Sweden, and Spain. Special attention will be given to the cultural development of their respective systems.

322/522 Politics of Great Britain and Canada Cross-national comparison of Great Britain and Canada in terms of their common heritage, different environments, development and organizational forms of politics and government. Similarities and differences will be compared, with particular attention to variables such as environment and society.

323/523 Asian Political Systems Political culture, systems, and major aspects of social change in China, Japan and Korea. Emphasis on contemporary problems, continuity and change, political culture, and "revolutionary" movements; problems of communism and bureaucracy.

324/524 Third World Politics Problems of "development"—conceptual and theoretical approaches to developmental problems: alternative strategies of under-development and dependency; administrative infrastructure, economic planning, parties, the military, foreign aid.
INTERNATIONAL POLITICS

130 International Politics Basic factors which influence relations among nation-states: theories and questions of war and peace: determinants of international systems and the contemporary struggle for power, security, wealth, prestige. Meets a Society core requirement.

131 Model United Nations Credit: ½ activity unit ( Designed for student participants in Model U.N. program ) Understanding of behavioral patterns of United Nations and foreign policies of selected countries through workshop and simulation techniques.

330/530 Advanced International Politics Theoretical approaches to study of international relations: classic and contemporary theories of international politics, methodologies.

331/531 American Foreign Policy Political ideological, institutional, technological, strategic factors shaping United States foreign policy; contemporary policy problems; alternative policy strategies.


POLITICAL PHILOSOPHY AND EMPIRICAL THEORY

140 State, Society and the Individual An examination of the history of political thought from classical Greece to the twentieth century. Emphasis is placed on particular views of freedom and authority which have emerged from Western political philosophy and how such views have influenced contemporary political and social relationships. Satisfies Historical Perspective core requirement.

343/543 Methods of Political Analysis A study of the foundations and techniques of social scientific inquiry. Attention is focused on the logic of research processes in social science and specific techniques of inquiry utilized in contemporary political and social analysis.

344/544 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. Meets a Comparative Values core.

440/540 Classical/Medieval Political Philosophy An examination of the evolution of political philosophy from pre-Socratic thought to the Renaissance movement of the early 16th century. Attention is focused on the development of definitions of political right or justice and the broader philosophic systems from which such definitions issue.

441/541 Modern/Contemporary Political Philosophy A study of developments in political thought from Machiavelli to the contemporary period. Attention is focused on the modern tendency to separate politics and ethics, the genesis and development of classical liberalism, and the responses to it offered by continental idealism, Marxism, existentialism, modern conservatism, and neo-conservative theory. Satisfies Comparative Values core requirement.

442/542 Development of Marxist Thought An examination of the origins and development of Marxist theory. Emphasis is given to the original works of Marx and Engels, and to the evolution of Marxist analysis as manifested in the literature and lives of successive generations of Marxist thinkers.

495/596 Independent Study

497/597 Political Internship Credit to be arranged.

PSYCHOLOGY

Professor: Ernest S. Graham, Chair, Richard B. Hartley, Theodore R. Sterling (on leave, 1980-81)

Associate Professor: Barry S. Anton, Donald E. Pannen, Michael Tate

ABOUT THE DEPARTMENT

The goals of the Department are two-fold: to provide the educational background that will enable the student to view the world from a psychological perspective and to prepare the student who intends to pursue higher studies in psychology and related disciplines.

The Department offers work leading to either the Bachelor of Arts or the Bachelor of Science degree. Students taking Option I in the Research Tool Requirement will earn the Bachelor of Arts degree. Option 2 or 3 in the Research Tool Requirement will earn the Bachelor of Science degree. Degrees conferred for option 4 or 5 depend upon course work selected to meet the requirements.

Psychology 101 is the basic course and is prerequisite to all other courses in the Department except Psychology 200. Winterim courses do not apply to the major. All courses in the major must be taken for a grade.

REQUIREMENTS FOR THE MAJOR


2. Electives Satisfactory completion of 4 (or more) other units within the department to be chosen in consultation with the advisor.

3. Research Tool Requirements Option 1: Foreign Language competency as evidenced by three years of a single language in high school, or completion of two years of a single language at the college level; or satisfactory scores on a Foreign Language competency examination administered by the Foreign Languages Department.
OPTION 2: Successful completion of a Mathematics sequence consisting of Mathematics 111, 121, 122, and Computer Science 161.

OPTION 3: Successful completion of a Natural Sciences tool consisting of Biology 101, 104, 221, 222 and Chemistry 120.

OPTION 4: Satisfactory completion of the minor in another Department.

OPTION 5: In unusual circumstances the student may submit a written petition to substitute another five-course sequence subject to the approval of the departmental faculty. This petition must demonstrate that the substitute sequence will better serve the student's long-range educational objectives.

REQUIREMENTS FOR THE MINOR
Completion of a minimum of six units to include:
1) Psychology 101, 250 or 251 2) Two units from Psychology 252, 351, 360, 381, 440, 480; 3) Two units from Psychology 200, 240, 330, 331, 381, 431, 432. 4) Winterim courses do not apply toward the minor; all courses must be taken for grade. Each minor program proposal must be filed with the Psychology Department.

COURSE OFFERINGS
101 Introductory Psychology Scientific study of the behavior of humans and other organisms; 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; application of principles to an understanding of one's own behavior and the behavior of others is stressed. Satisfies Humanistic Perspective core requirement.

200 Human Sexuality Psychological approach to this universal human experience. Reproductive systems from conception through maturity; sexual arousal and response; pregnancy and parturition to the climacteric and late life; mammalian cultural heritages, cross-cultural; sub-cultural variations.

240 Abnormal Psychology The study of aberrant behavior, its psychological dynamics and causations and methods of diagnosis and treatment. Prerequisite: Psych 101.

250 Experimental Psychology A consideration of methods of behavioral research and experimental design, advanced statistical techniques employed in the analysis of complex experiments. Prerequisite: Math 271.

251/252 Experimental Psychology and Applied Statistics Philosophy of science; general procedures of experimentation; data gathering and techniques of data analysis; experimental design and research methodology Laboratory and individual research required. Prerequisites: Psych 101 and high school algebra or equivalent. Satisfies Quantification core requirement.

330 Theories of Personality The course is designed to provide the student with an understanding of several of the significant theoretical views of the determinants of the behavior(s) of humans. The views range from Freud to contemporary behavioral to existential. Prerequisite: Psych 101.

331 History and Systems Origins of present positions and practices in Psychology, development of ideas on the behavior of man. Prerequisite: Psych 101.

351 Sensation and Perception Sensory processes, perception as an adaptive mechanism and cognitive aspects of the perceptual process. Prerequisite: Psych 101.

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 will explore the scientific principles that govern those relationships with particular emphasis upon environmental control of voluntary behavior. Prerequisite: Psych 101.

361 Human Learning and Cognition This course is concerned with how humans learn, think, reason, and solve problems. It presents major concepts, methods, research findings, and controversies concerning human learning and cognition. Prerequisite: Psych 101.

381 Social Psychology Survey of theory and the experimental research literature pertaining to the prediction of human behavior in social settings. Topics include research methodology, attitudes and attitude change, person perception, interpersonal attraction, human aggression, altruism, prejudice, conformity, and group behavior. Application of findings to current social problems stressed. Satisfies Society core requirement.

400 Sexual Values Through extensive readings, this course will explore the rational/intellectual aspect of sexual values. Through a variety of discussion activities students will be enabled to take a close and critical look at their own more-often-than-not hidden feelings and values about sex and sexuality. Prerequisites: Psych 200 or equivalent, permission of instructor.

431 Childhood and Adolescence. The course is designed to present the student with an appreciation of the area of the development of human beings and the requirements of the developing organism. A look at assumptions that our society makes, and their frequent conflict with scientific data is emphasized. For this purpose, childrearing techniques of other cultures are presented. The American child, his home and educational environment are emphasized. Divorce, inappropriate school models, and other stresses and inhibitors of development are presented Prerequisite: Psych 101.
432 Adulthood and Aging. The class is designed to assist the student in the creation of an appreciation of the continuing growth and development that lies ahead in the life experience. From the end of youth through the terminus of life lies growth or despair. The variables that are associated with both are evaluated at each stage of life experience. The discrepancy between what is socially expected and what appears scientifically valid is inspected. The social conditions that create what has been viewed as biologically inevitable is critically examined. An accurate knowledge of the process of aging is presented as an aid in the student's personal aging-growth experience. Prerequisite: Psych 101.


441 Theory of Psychological Testing. Introduction to individual and group psychological tests. Ethical and technical considerations precede familiarization with specific tests. Prerequisite: Psych 101.

450 Fieldwork. Credit, variable. Fieldwork is designed to provide an opportunity for exploration of the manner in which psychology is utilized in the community. The particular setting in which the student becomes involved is individually arranged based upon interests, level of sophistication, and the adequacy of particular placements in providing a strong growth opportunity. Typically these range from infant programs to activity with the elderly.

480 Physiological Psychology. A general survey of the data and theory contained within that specialized interdiscipinary area where biology, physiology, and the behavioral sciences overlap. Prerequisites: Psych 101, Chem 120, and Intro to Biology.

483 Senior Seminar. 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: Psych 101.

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**RELIGION**

Professor Robert G. Albertson, Richard H. Overman, John W. Phillips

Associate Professor: Delmar N. Langbauer (on leave, spring 1981); Darrell Reek, Chair

**ABOUT THE DEPARTMENT**

The department is devoted to the full and fair study of the religions of humankind, holding that these lie at the foundations of culture and history. The faculty seeks to impart skills of clear thought and communication as well as knowledge of historical and humanistic perspectives and human values.

In order to be of service to the entire University, the department provides courses in the core curriculum and offers instruction useful to allied departments and schools. For students who choose to major or minor in Religion, the faculty provides an introduction to the discipline followed by careful probing of two or more important religious traditions and exposure to major methods used in the study of religion. The major is viewed as a worthwhile end in itself for the student pursuing the goal of liberal arts education. Graduates of the department find work in a wide variety of interesting careers and have been admitted to leading graduate schools in various fields of study.

The Department cooperates in sponsoring the interdepartmental program in arts, literature, and religion. Please see the Special Academic Programs Section for details.

Students who plan to enter graduate schools of theology should consult the "Special Academic Programs" section of this bulletin.

The courses in Religion pertaining to the major are grouped in four areas:

I. Introductory: All 100-level courses.
III. Seminar: Religion 309.
IV. Advanced: Philosophy 391, 482, Religion 362, 365, 451, 461, 481, 493, or 494, 495 or 496.

A grade of D in any course in Religion disqualifies that course from counting toward a major or minor. A special emphasis in the major, or a program for students desiring to major in another field in addition to Religion, may be arranged by a student and the Religion faculty.

**REQUIREMENTS FOR THE MAJOR**

1) Introductory course (100 level). 2) six intermediate courses to include at least one course in Asian religions, 3) one Religion seminar, 4) two electives from advanced courses.

Requirements for the Major with Distinction include all of the above, a senior thesis, language proficiency at the 202 level, and work of excellent or superior quality in the major.

**REQUIREMENTS FOR THE MINOR**

Five courses in Religion, including one introductory and one advanced course; Seminar Religion 309, strongly recommended.

**COURSE OFFERINGS**

101 The Religious Meaning of Being Human. An introduction to the study of religion at the college level. Definitions and classifications of religion are examined, and the literature of several living faiths are studied, as well as the relationship between religious studies and other disciplines. Satisfies Humanistic Perspective core requirement.
102 The Life and Teaching of Jesus The life and teaching of Jesus presented in cultural and historical context. Who was Jesus? How do people today come to know about Him? How has He influenced our lives and these times? Satisfies Historical Perspective core requirement.

103 Religion on Spaceship Earth How do “space-age” humans cross that threshold of unity to which religious and cultural visions call us? A study of this process of transformation, seeking to understand the origins and meaning of Jewish, Christian, Hindu, Buddhist, and Greek visions, and how they shape us as we look ahead. Satisfies Humanistic Perspective core requirement.

104 Reaction and Reform Religious History in India and the West A study of parallel religious movements in early Indian history and the ancient Near East. An analysis of the development of the Jewish self-understanding from the early biblical period to A.D. 70 followed by an analysis of the Christian movement during Hellenistic times. “Conservative” and “liberal” Jewish and Christian theological interpretations of the interactions of these two traditions will be considered. The second portion of the course is a similar study of Indian religious history. Special attention is given to the rise of Hinayana and Mahayana Buddhism as alternative responses to Brahmanic Hinduism during the 6th and 5th centuries B.C. Satisfies Historical Perspective core requirement.

105 Religion in the Modern World This is a survey of Christianity, Islam, and African traditional religion and modernization. Issues will include religions’ contributions and responses to economic growth, nationalism, violence, and secularization, seen in historical perspective. Satisfies Historical Perspective core requirement.

106 The Religious History of the United States The history of religion and religious institutions in American and their interaction with American society. The American people have expressed their religious needs in institutions and theologies which have shaped not only the narrowly defined religious life but the nation as well. At the same time, geographic, economic and social changes have influenced and shaped religious life. This course tells the story. Satisfies Historical Perspective core requirement.

107 Science and Religion Is there a conflict between being “scientific” and being “religious”? Many people assume that—and our civilization is scarred by this tension. This course traces the history of science and religion from 500 B.C. to present developments in physics, geology, and biology of an organic view which finds room for both scientific and religious vision. Satisfies Humanistic Perspective core requirement.

230 Popular and Philosophical Taoism This course will primarily be a survey of the development of Taoism from the time of the Lao-tzu to the Tang period. The influence of social and political factors on the evolving Taoist institution and its own changing interpretations of its religious symbols will be emphasized. Special attention will be given to the interaction of Neo-Taoism and Buddhism and the consequences of this for the development of nature as a religious symbol. In conclusion, possible implications of that interpretation of nature will be considered for modern environmental problems.

235 Shinto and the Buddhist Tradition in Japan This course will be a survey of the evolution of religious life in Japan from the time of Buddhism’s introduction to the beginning of the modern period. Special attention will be given to the interaction of Buddhism with the indigenous Shinto Way. The aesthetic expression of Japanese religious values will also be covered.

251 The History and Literature of Ancient Israel The history of Israel from Abraham to the Maccabees and the literature of Judaism (the Law, the Prophets, and the Writings) examined. The mutual influences of event and description are traced. Satisfies Historical Perspective core requirement.

252 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, etc., and the impact of these writings and their authors on the emerging Christian community.

261 The Forming of Christian Thought in Antiquity and the Middle Ages For a thousand years the Christian church was the one bearer of thought in Europe, producing ideas which shaped Western civilization then and our whole planet now. How were these ideas formed? How did they reflect the encounter of Christian, Jewish, Greek, and Roman visions? How faithful were they to the original experience of Jesus? Which of them are really important to us today? A study of primitive and Gnostic existence; the confluence of Greek rationality and Christian spirituality; Christian inwardsness and Roman outwardness; the split between historical and visual symbols in the late Middle Ages.

262 Christian Thought in the Modern Period The Modern period (1500-1900) has been a time of unparalleled European and American interest in religious experience, clear conscious imagery, and manipulative power — and a time during which religious faith has declined as a force in culture. How and why did this happen? Which aspects of the modern age have been shaped by Christian thought? What may lie ahead? A study of faith and the rise of science; the divorce of “reason” and “faith”; Protestant and Roman Catholic attitudes toward the past; technological reason and “spirit” in our time.

271 Jewish Existence: History, Institutions, and Literature Jews have created a series of social forms and institutional ones 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 within world history and concentrating especially on the 19th and 20th centuries. Sponsor: The Jewish Chautauqua Society. Satisfies Historical Perspective core requirement.
301 Personal Values The purpose of this study is to become conscious of the history of the quest for some "master value," a knowledge of the nature of the quest itself, along with development of discernment in various value systems, and the emergence of a learning theory which incorporates commitment as well as discernment. Satisfies Comparative Values core requirement.

302 Cultures and Emerging Values How values emerge and guide cultures and people in those cultures, including our own. A study of primitive cultures in Melanesia and later cultures in Israel, Greece, and Rome.

303 The Organic Vision and the Healing of Civilization: Prospects for Recovery Is Earth destined to suffer a sterile, mechanical future? Or can we hope for a balanced, full life, free of nuclear threats and ecological disasters? A look at both the mechanical vision — which prizes power — and the organic ... which prizes mutuality, novelty, variety, continuity with the past. Through Lewis Mumford's writings, a study of ways to go beyond a world preoccupied with power and weaponry. Satisfies Comparative Values core requirement.

304 Comparative Values and World Views Increasing awareness of personal and cultural perspectives and values through a comparative study of the worldviews and value patterns in African folk societies, medieval Islamic society, and American sub-societies. Satisfies Comparative Values core requirement.

307 Professional Ethics for a Technological Era Skills of ethical decision-making in professional life, including personal values of the professional as well global issues impacting on the profession. Students registering for this course are urged, but not required, to enroll in Winterim BPA 318/Rel 318: "Values, Conflict and Compromise." Satisfies Comparative Values core requirement.

309 Religion Seminar for Majors and Minors This seminar is required of all Religion majors during their sophomore and junior years and is recommended for all minors. Its goals include helping students develop an in-depth understanding of the special problems and possibilities involved in the academic discipline of religious studies as well as in the various methodologies employed by scholars in this field. It will encourage students systematically to evaluate for themselves a variety of methods of analysis for the study of religious materials. These materials will include rituals, myths, and symbols as well as concepts of culture, history and values. Advanced research techniques will be discussed and students will be asked to begin integrating future course work and research projects around a central theme, problem or method which they feel to be most significant.

361 Religious Ethics in America A survey of the ethics of leading American religious thinkers — Protestant, Catholic, Jewish and Muslim — with emphasis on cultural and political dimensions. Prior work in American history recommended.

362 Christian Thought and the Path Ahead A study of some quite recent theological "probes," such as: Christian faith and Marxism — the problem of transcendence; linguistic philosophy and the problem of "God-language," the question of authority in Roman Catholic thought, Christianity in a pluralistic world. Offered alternate years.

365 Religion and Literature The interdependence of religion and the arts will be explored through the comparative study of representative sacred and secular literature. Skills in analysis will be developed and applied to structures as well as to appropriate symbols and metaphors, themes and images.

371 Hinduism The various systems of myth, symbol, and ritual which have come to constitute modern Hinduism. An analysis of theological traditions and institutions associated with the Indus Valley civilization, Vedic and Upanishadic literature, Jainism, Puranic thought, and Tantrism. The approach draws primarily upon scriptural materials and secondarily on anthropological and sociological studies. Offered alternate years.

372 Buddhist Tradition in India and China The movement of Buddhism out of India and across East Asia. Special emphasis is given to the evolution and development of Mahayana Buddhism through an analysis of the interaction of Buddhist myths, symbols, and rituals with basic social and philosophic elements of indigenous Indian, Chinese, and Japanese culture. Offered alternate years. Satisfies Comparative Values core requirement.

373 Buddhist Traditions of Southeast Asia A study of Théravada, "the other Buddhism," with exports from the faculty of Peradeniya University in Sri Lanka, and with monks and the Venerable Abbot of the Dhammacakra Vidiya Pa Monastery. Part of the Pacific Rim program.

381 Living and Dying Examines the question of death as a part of life and offers the opportunity of dealing with feelings and religious values. Such areas as fear, terminal illness, grief, suicide, child death, aging, are covered through reading, discussion, films, and interviews with people involved in these specific areas.

451 The Language of Faith A study of religion's literature and its originating in void and verb, its use of signs and images, symbols and metaphors, and its varied forms: myths and epics, constitutive narratives and sacred history, psalms, proverbs, parables, prophecies, and epistles.

461 Whitehead's Thought and the Creation of the Future Alfred North Whitehead wrote: "The task of a university is the creation of the future, so far as rational thought and civilized modes of apprehension can affect the issue. The future is big with every possibility of achievement and tragedy." This course studies Whitehead's thought and its implications for life and civilization, especially the use of Whitehead's philosophy in "process theology." Offered alternate years.

481 Scientific Theories of Religion This course will examine two competing scientific theories of Karl Marx and Max Weber for the analysis of religion and social change. Additional study will be devoted to subsequent development of the models by later thinkers. Readings will be selected from original sources. Meets a Society core requirement.

493/494 Advanced Studies in Religion A special topic, usually selected about a year in advance, is treated in seminar fashion.
URBAN AFFAIRS

Professor: Franklyn L. Hruza, Director, Public Administration

Associate Professors: William Baarsma, Public Administration, Jeffrey Bland, Chemistry, Robert C. Ford, Education, David F. Smith, History

Assistant Professor: Leon Grunberg, Comparative Sociology, Bruce Mann, Economics, Priscilla Regan, Politics and Government

ABOUT THE PROGRAM

The Urban Affairs Program was created in response to a growing need in today's society for educated men and women who are especially concerned with gaining a better knowledge and understanding of the increasingly complex problems of urban areas. These include problems of environmental quality, crime, public policy, urban economics, poverty and welfare, discrimination, urban planning, education, housing, health care, employment, urban politics and intergovernmental relations. The goals of the program for its students are threefold: to make them aware of urban problems, to aid them in obtaining a firm grasp of fundamental knowledge, principles, theories, and methods of analysis, and to provide them with practical opportunities to apply these fundamentals to actual urban situations.

The program emphasizes relevance and applicability as well as creativity and rigor. This is accomplished through the careful selection of courses and faculty concerned with problems of modern societies. Urban problems have always been complex, what is changing is our recognition of their complexity and interrelatedness. In this program heavy emphasis is placed on a multidisciplinary learning approach. Students are encouraged to view urban problems through different relevant disciplines rather than through a series of interdisciplinary courses.

There is no segregation of the program into conventional departments. This is intended to encourage academic exchanges among experts from different disciplines. The disciplines represented within the Urban Affairs faculty cover an extremely broad range, including environmental science, economics, education, political science, comparative sociology, history, public administration, and urban planning. Each faculty member has in common an academic expertise which impinges directly upon urban affairs and shares a strong personal commitment to a multidisciplinary program concerned with the development and systemization of the knowledge and skills required for new and improved methods for dealing with contemporary urban problems.

The University of Puget Sound is situated near the center of one of this nation's larger metropolitan regions. Included are several major cities, many smaller towns and unincorporated communities, and the state's capitol, all within a maximum driving distance of one hour. Close working relations are maintained between the program and the wide range of public agencies, governmental organizations and private groups within this metropolitan region. Through the program's internship, students obtain a structured, applied work experience in the urban community. The intent of this part of the major is to provide students with observatories and laboratories in which complex urban processes can be studied and new approaches tested. Students are placed in positions where they must make decisions upon the kinds of information which are available in actual situations. Through a series of special seminar projects and a senior thesis, students learn to analyze complex situations, arrive at reasoned judgments in a systematic way and assemble the evidence that will enable them to justify their decisions or conclusions.

Specific learning objectives for each student are:
1. To understand the complex of problems inherent in an urban setting;
2. To develop competence in urban research and the ability to think logically and analytically;
3. To establish a broad knowledge base from a variety of disciplines which impinge on urban affairs;
4. To apply within an urban setting knowledge, skills and experiences exposed to the student in a classroom setting;
5. To develop a comprehensive theme, in the form of a clearly and effectively written research thesis, which establishes for the student a culminating analytical end-product for his or her learning efforts.
Requirements for the Major

The program leading to a Bachelor of Arts degree in Urban Affairs requires a minimum of 9 units of course work (with a grade of C or better), the maximum being determined by the student's educational objectives in the major, as developed in consultation with the advisor.

1. Introductory Core: two units

   Urban Affairs 107, Urban Semester, is the basic course in the major and is a prerequisite to all other courses except Urban Affairs 109, Introduction to Urban Problems, which can be taken concurrently, by permission of the instructor, with Urban Affairs 107.

2. Methodology Requirement: one unit to be selected from the following courses: a) Comp. Soc. 301. Theories and Methods of Research Design. b) Politics and Govt. 343. Methods of Political Analysis.

3. Multidisciplinary Core: four units to be selected from the following courses in conference with the student's advisor: a) Comp. Soc. 204. Social Stratification. b) Econ 341. Urban Economics. c) Education 301. Intro. to Urban Education. d) History 371. American Social History in the Industrializing Age. e) PA 300. Management in the Public Sector. f) Politics and Govt. 316. State and Urban Politics.

4. Preparation for the Advanced Core: Specialized course work reflecting the student's educational objectives in the major (total number of units will vary).

5. Advanced Core: two units
   These two courses serve as the final integration of the student's studies in Urban Affairs. a) Urban Affairs 497. Internship/Seminar. b) Urban Affairs 498. Internship/Senior Thesis.

Inquiries about Urban Affairs courses or the Urban Affairs Program may be directed to the Director of the Program. All students wishing to pursue a major in Urban Affairs must coordinate their efforts with the Director.

A list of approved courses which count toward a major in Urban Affairs may be obtained from the Director. Most of these courses are open to all non-majors without prerequisites.

Course Offerings

107 Urban Semester: Experiencing the Community. Classroom and field experiences in the social, economic and physical realities of urban life.

109 Introduction to Urban Problems. Interdisciplinary, focuses on the relationship between urban institutional structures and problems of city living, explores problem solving alternatives, political, social and physical emphasis. Meets a Society core requirement.

497 Internship/Seminar. Application of organizational, analytical and communication skills in understanding urban problems and solutions through an on-the-job work experience, a series of theory integration projects, and weekly seminar discussions. Offered Fall only.

498 Internship/Senior Thesis. Continuation of internship experience begun in Urban Affairs 497. Research and analysis effort culminating in senior thesis seminar discussions of individual student's thesis work. Offered Spring only.

Women Studies

Advisory Committee: Robert Albertson, Religion; Lynn Chandler, Physical Therapy; Esperanza Guerra, Foreign Language; Ann Neel, Coordinator, Comparative Sociology; Priscilla Regan, Politics and Government; David Smith, History; Esther Wagner, English; Carrie Washburn, Academic Dean's Office; Ann Wood, Chemistry.

About the Program

This interdisciplinary program offers intellectual perspectives, based on research which analyze traditional images and ideologies about women, their actual historical experience, and their contributions to culture and social change.

Courses offered through the Women Studies Program provide both men and women students with an understanding of the role that women have played in world development, the consequences of sex-role subordination for personal identity, family roles, economic organization, and human creativity, and the factors involved in the shaping of feminist consciousness. Using materials from the natural sciences, the social sciences, and the humanities, the curriculum emphasizes the range and variety in the human experience of gender identity, the relationship between sexism and forms of race and class domination, and the creative efforts of people to survive and transcend these constraining social forms.

Finally, these courses are designed to enable the student to analyze her/his own expectations and beliefs to better understand her/his relationship with others and the world, and to clarify options for the future.
WOMEN STUDIES
AND STUDENT ACTIVITIES
Many of the films, speakers, and other activities of the Women Studies program are open to the campus community throughout the school year.

The Feminist Student Union was formed out of the genuine concern of the needs of women and with the recognition that sexism and racism negatively affect relationships between all people. Through workshops, films, lectures, and support groups, the Feminist Student Union seeks to create an awareness of socially imposed limitations and focuses on attainable strengths and human dignity. This organization functions as a communication network and coordinating body for those efforts directed toward the concerns of women and the elimination of sexism and racism. The Feminist Student Union welcomes the participation of any persons who wish to promote its concerns and goals.

For information about Women Studies activities, call (206)756-3137.

For information about the Feminist Student Union, call (206)756-3273.

REQUIREMENTS FOR THE MINOR
Completion of a minimum of five units to include Comparative Sociology 212, either History 358 or 374, Women Studies 394, and two other courses in the program.

COURSE OFFERINGS
Comparative Sociology 202: Family in Society
Comparative Sociology 212: Women, Men, and Society
English 235: Women in Literature
History 358: American Feminism in the 19th and 20th Centuries
History 374: Social History of the American Woman

394 Advanced Studies in Feminist Issues
Application of feminist perspectives to selected topics in the areas of 1) nature, 2) major social institutions, and 3) the arts. Emphasis is on independent research and presentation.
Prerequisites: CSoc 212, History 358 or 374.

497 Internship
Placement in a community or government agency dealing with social problems of particular relevance to women, such as Rape Relief, the Battered Women's Shelter, and the Office of Women's Rights. Students will develop an analysis of the agency's work and make a public presentation at the end of the semester. Taken during the senior year.
THE ENTERPRISE/WAYS AND MEANS
ADMISSION TO THE UNIVERSITY

Director: George H. Mills, Jr.

Each applicant to the University is given individual consideration, including a careful evaluation of the curricular and extracurricular record. Emphasis is placed on the student's prior academic record.

Each applicant 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.

Primary criteria for admission include:
1. Graduation from an accredited high school and, if applicable, evidence of satisfactory work in an accredited college or colleges.
2. Cumulative grade point average.
3. Rank in graduating class (freshmen only).
4. Scores from the College Board Scholastic Aptitude Test (SAT), the American College Test (ACT) or the Washington Pre-College Test (WPCT).
5. Letter of personal recommendation (freshmen only) from a teacher or counselor. Two recommendations are preferred.

Admission to the University extends the privilege of registering in courses of instruction only for the term stated in the Letter of Admission. The University necessarily reserves the option to refuse extension of this privilege and to deny any initial application.

Campus Visits Prospective students are encouraged to visit campus while classes are in session. Throughout the year, an admissions counselor is available to answer questions. Tours, conducted by a University student, are available on request Monday through Friday from 9 a.m. to 4 p.m., or on Saturday by special appointment. Saturday office hours will be regularly observed during the months of March through May for all Saturdays except those before and after Spring Recess. An admissions counselor will be available in the afternoon to meet with prospective students on an informal basis. Specific times for a visit and a tour are available by calling the Office of Admissions. Visitors may attend classes in their area of interest during the regular class sessions. Arrangements can be made for visiting students to stay in a residence hall for one week, Monday through Thursday. Visiting students are given passes to campus events and meal service. Please contact the Office of Admissions by mail or telephone (206) 756-3211 for an appointment at least two weeks in advance of your planned date and time of arrival.

Limousine service is available from Seattle-Tacoma Airport to downtown Tacoma; bus and taxi services are available from downtown to the campus.

The Office of Admissions will be closed during Thanksgiving vacation, November 27-30, 1980. During Christmas break (December 13, 1980 through January 3, 1981), and Spring Recess (April 11-20, 1981), only limited services are available; classes will not be in session during these times.

For further information on any aspect of admissions, contact, Office of Admissions, University of Puget Sound, Tacoma, WA 98416, Telephone: (206) 756-3211.

FRESHMAN CLASS ADMISSION

Prospective freshmen may apply for admission anytime after the beginning of the senior year in high school. Admission decisions are made as soon as one's application is complete. 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 also be requested.

To assure maximum consideration for financial assistance and on-campus housing, students applying to enter the University in the fall of 1981 should apply no later than March 1, 1981. The Admissions Committee 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 housing deposit upon receipt of the residence hall reservation card since these reservations will be honored on a first-come, first-serve basis. Students considering the University after June 1 should know that their chances for on-campus housing and financial assistance are diminished. Advance deposits are not refundable after June 1.
To apply for admission, a prospective freshman must submit the following credentials to the Office of Admissions.

1. A formal application for admission. This form is included in this catalog and the Freshman Admission Guide, and can also be obtained from the Office of Admissions. The student information section should be completed by the applicant before presenting the application with a personal statement attached to his/her high school counselor. The counselor will complete the school evaluation section, add a transcript of the applicant’s academic record and a personal recommendation, and will forward the completed form to the Office of Admissions.

   If you wish a teacher or other school official to submit a personal recommendation for you, please submit that recommendation to your counselor for forwarding with your application.

2. Scores on the Scholastic Aptitude Test (SAT). For those applicants who would be taking the Scholastic Aptitude Test solely for the purpose of applying to the University of Puget Sound, scores on the Washington Pre-College Test (WPCT) administered to Washington State residents or on the American College Test (ACT), can be substituted.

   Applicants are personally responsible for arranging to take the SAT, ACT or WPCT. Information regarding these tests can be acquired from high school counselors. When completing the test registration forms, the applicant should designate the University of Puget Sound as a recipient of his/her scores.

3. A $20 non-refundable processing fee. This fee should be mailed to the Office of Admissions at the time of initiating an application.

Advanced Placement
The University participates in the Advanced Placement Program of the College Board. Scores of 5, 4 and 3 on College Board Advanced Placement Tests are accepted for advanced placement and college credit. When granted, credit will be given in an amount equal to the credit of a comparable University course.

Qualified students should consult their high school college counselor for details about the College Board Advanced Placement Program.

ADMISSION WITH ADVANCED STANDING

If you have attended other accredited colleges or universities, you may apply for admission with advanced standing. Each student is admitted on a selective basis.

The following criteria are required:
1. Honorable dismissal from the institution(s) previously attended.
2. Good academic standing at the institution last attended.

TRANSFER OF CREDIT

General Policy for Special Programs and Courses
Should a student's transcript contain courses that have no readily discernible parallel contents to those commonly offered in baccalaureate degree programs, such courses will be analyzed by the appropriate departments, schools, and administrative officers and, if equivalencies can be established, the courses will be accepted in transfer in accordance with the policy stated below.
General Policy for Transfer Students

From Two-Year Institutions
1. The appropriate Associate in Arts (and Sciences) degree from a Community College in Washington State will earn its holder 18 units and junior standing at UPS if the A.A. degree contains a minimum of 75 quarter hours transferable credit. Courses will be evaluated on a course-by-course basis for fulfillment of core requirements. A maximum of 10 of the 11 core requirements may be satisfied. The eleventh, a comparative values course, should be completed in the senior year.

Associate in Arts (and Sciences) degrees from institutions outside Washington State will be evaluated on a course-by-course basis, and may earn their holders up to 18 units and junior standing, and up to 10 of the 11 required core courses. The maximum amount of credit transferable from a community or junior college is 18 units (90 quarter hours or 60 semester hours), including a maximum of two units of physical education and other activity credits.

Students attending two-year colleges should consult their academic advisors and the transfer student admissions officer at the University for assistance in selecting transferable courses.

2. Students entering UPS without the appropriate Associate degree can present up to 18 units for transfer credit.

3. CLEP Subject Examination credits passed at the 75th percentile will be accepted within the 18 units. CLEP credit must be claimed when you first register at the University and may not overlap with completed courses. Credit will not be awarded if the tests are taken any time after the equivalent of the freshman year.

From Four-Year Institutions
1. UPS has a minimum nine unit residence requirement which must be met apart from all other credits transferred to the University.

2. CLEP Subject Examination credits passed at the 75th percentile will be accepted within the 18 units. CLEP credit must be claimed when you first register at the University and may not overlap with completed courses. Credit will not be awarded if the tests are taken any time after the equivalent of the freshman year.

3. Various professional programs (police, academy, fire academy, work experience, etc.) will be evaluated for academic content and where applicable, transfer credits will be accepted.

4. USAFI and military credit (maximum of 6 units) will be evaluated independently. Such courses may not overlap other college or CLEP credits.

Special Regulations

1. The University of Puget Sound endorses community and junior college credit to the maximum of 18 units. Work taken at these institutions usually counts toward the freshman and sophomore years only.

2. Eighteen units, including nine units in residence at UPS, must be taken at four-year institutions to satisfy baccalaureate degree requirements.

3. Once a student matriculates at the University of Puget Sound with 18 or more units, that student may not return to a community or junior college to accrue credit toward a degree from the University of Puget Sound.

4. UPS will not grant credit for dual enrollment or simultaneous matriculation with two or more institutions.

5. UPS will examine specific programs not commonly offered in baccalaureate degree programs. If equivalencies can be established by the appropriate departments, schools, or administrative offices, the courses will be acceptable for transfer.

6. Decisions are petitionable for just cause to the Academic Standards Committee.

Transfer Admissions Procedures

Credentials required for admission to the University with advanced standing include:

1. A formal application for admission as a transfer student with advanced standing. This form may be obtained from the Office of Admissions and/or from this catalog.

2. Transcript. 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 Admissions. Any student who has completed less than one full year of college work should automatically submit a high school transcript. Such transcripts must be sent directly by institutions previously attended to the University and not by way of the student. Official evaluation of the transcripts will be provided the student upon acceptance for admission.

3. $20 Processing Fee. This should be mailed to the Office of Admissions at the time of initiating application. It is not refundable and does not apply to your account.

Students who formerly have attended the University (as regular matriculants) but have not been in attendance for one or more terms (excluding Summer Session and Winterim) must re-apply by filing with the Office of Admissions an Application for Admission with Advanced Standing and providing official transcripts of all work taken during the period of absence.
RESERVATIONS, PAYMENTS AND PHYSICAL EXAMINATION

FRESHMEN
A Certificate of Admission and a Letter of Acceptance is issued to each candidate as notification of acceptance and automatically reserves a place in the student body.

An advance tuition payment of $75 is required for each new student. This payment should be forwarded upon receipt of the Certificate of Admission by May 1.

This advance tuition payment is refundable only if the request for refund reaches the Office of Admissions before June 1 preceding the fall term in which the student would first have enrolled in the University.

A room reservation card is included with the Certificate of Admission and the Letter of Acceptance. A $50 advance room payment should be forwarded with the card. Students are advised to return the card immediately upon receiving their acceptance. This advance housing payment is refundable only if the request for refund reaches the Office of Admissions before June 1 preceding the fall term in which the student would have enrolled.

Students are responsible for return of the medical examination form prior to registration.

TRANSFER STUDENTS
A Letter of Acceptance and an Intent to Enroll card are issued to each advanced standing candidate as notification of acceptance.

If requested, a room reservation card will be enclosed with the Letter of Acceptance. A $50 advance room deposit and the card should be forwarded to the Office of Admissions immediately upon receipt. This advance housing payment is refundable only if the request reaches the Office of Admissions before June 1 preceding the fall term in which the student would have enrolled.

A room reservation card may be requested at any time but will only be issued upon the student's acceptance to the University.

Students are responsible for returning the medical examination form prior to registration.

VETERANS
Honorably discharged members of the armed services must complete requirements listed above and, in addition, place on file with the Office of Admissions the following, where applicable:

1. Scores of the General Education Development Test (GED)
   Submit high school level only.
2. Records of the U.S.A.F.I. or other military schools
3. A copy of separation papers, Form No. 214, or, if still in the service, Form No. 295.
4. College Level Examination Program (CLEP Subject) Test Results.
FOREIGN STUDENTS

Application and Academic Credentials
The University of Puget Sound welcomes applications from foreign students. Along with the Application for Admission for International Students, applicants should include those items outlined in this section of the catalog which are applicable to their class standing. Academic credentials 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.

English Proficiency
Because successful work on our campus 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). Registration materials are available from the American Consulate in the student’s home country or by writing Educational Testing Services, Box 899, Princeton, NJ 08540 USA.

Financial Statement
Students on a 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 Admissions. Foreign students must not depend upon earnings from employment, anticipated financial assistance or scholarship grants. It is recommended that each student have a sponsor who is a permanent resident of the United States and who is willing and able to grant financial aid as needed.

For further information regarding international admission procedures, please write to Foreign Admissions Counselor, Office of Admissions, University of Puget Sound, Tacoma, WA 98416.

Note: The University of Puget Sound is authorized under federal law to enroll non-immigrant alien students.

SUMMER SCHOOL

Non-matriculating students may register for summer classes by completing an enrollment form available from the Registrar’s Office. Non-matriculant Summer Session students wishing to continue study in fall term must notify the Office of Admissions by August 1.

Students wishing regular student standing for Summer Session must complete the appropriate application form outlined previously.

SEATTLE/Olympia Campuses

The Seattle and Olympia campuses serve educational needs of students living in the greater Seattle and Olympia areas. All credit earned at these campuses is considered residence credit.

Applicants must follow the admissions procedures outlined in the Admission With Advanced Standing or Admission to the Graduate Studies Program section of this catalog. All application materials are to be sent to the Office of Admissions on the Tacoma campus. Applicants must have completed two or more years of college to attend the Seattle Campus. Applicants must have graduate standing to attend the Olympia campus.
Class schedules and registration instructions may be obtained by writing: Seattle Campus, University of Puget Sound, 315 Yesler Way, Seattle, WA 98104 or Olympia Campus, University of Puget Sound, 1065 S. Capitol Way, Olympia, WA 98501.

Evaluation of all previous college work will be made by the official evaluator after all transcripts and test data are assembled. A $20 Processing Fee is required. It is a processing charge and is not refundable; it does not apply to your account.

MILITARY CENTER CLASSES

Military personnel, their dependents and civilians may enroll in University classes offered at Fort Lewis and McChord Air Force Base. Credits earned are considered residence credit. Class schedules and registration instructions may be obtained in the Education Office at each base or at the University.

Military personnel and civil service employees should apply for admission and register for classes at either of the military centers. Civilians who wish to take courses offered at Fort Lewis should apply for admission and register for classes at the base. Civilians who wish to enroll in classes offered at McChord Air Force Base should apply for admission and register on the main campus.

Military personnel desiring admission to the regular undergraduate or graduate programs at the University should follow instructions outlined under the appropriate Admission section of this catalog.

Students must have earned 16 units of transferable credit in order to attend the McChord campus; a bachelor’s degree to attend the Ft. Lewis campus.

GRADUATE STUDIES PROGRAMS

Students wishing to enroll for graduate work must submit the following credentials to the Office of Admissions:
1. An Advanced Standing Application for Admission may be obtained from the Office of Admissions.
2. Bachelor’s Degree from an Accredited College or University
3. Official Transcripts Two copies of all undergraduate and graduate work completed at accredited colleges or universities, must be submitted to the Office of Admissions.
4. Master’s Candidacy Application for students wishing to apply for degree candidacy.

Information concerning specific graduate programs (except School of Law) admission requirements, application procedures and other pertinent data is available in the Graduate Studies Bulletin. Write to: Director of Graduate Studies, University of Puget Sound, Tacoma, WA 98416.

SCHOOL OF LAW, J.D. PROGRAM

The following credentials are required:
1. Bachelor’s Degree from an Accredited College or University
2. Satisfactory Scores on the Law School Admission Test (LSAT)

Detailed information concerning the School of Law may be obtained from the Office of Admissions, University of Puget Sound School of Law, 950 Broadway, Tacoma, WA 98402.

COMMUNITY SERVICE AND CONTINUING EDUCATION CLASSES

A student may attend Community Service Classes and Continuing Education on the University campus in the late afternoon and evening by completing the following steps with the Office of Continuing Education and the Office of Admissions.

1. An admission-registration agreement must be submitted by those attending the University for the first time. It must be updated if one or more terms have elapsed since previous attendance at the University.

2. A student wishing to enroll in Community Service and Continuing Education Classes as a candidate for a degree must apply for admission as a regular matriculant.

Registration dates and procedures may be obtained from the Office of Admissions, University of Puget Sound, Tacoma, WA 98416, (206)756-3211.
Housing

Coordinator: Paul Burdick

Group living situations at the University of Puget Sound exemplify the spirit that fosters unity in the student body and, at the same time, make room for individual expression and social interaction.

To accommodate a variety of student lifestyles, the University provides an array of on-campus housing facilities. These range from residence halls and sororities and fraternities to small-group rental housing and A-frames. The Office of Housing carefully reviews each student's application for these facilities and strives to meet the individual's personal housing request.

An aspect of living on campus which is as appealing now as it was 20 years ago, is convenience. Students are only minutes away from classes, the library, after-class activities, prepared meals, health services, and friends.

University housing is more than just a place to live. Students have the opportunity to enjoy social, educational and cultural events sponsored by various living groups - movies, lectures, dances, ski trips, special dinners, parties, and a host of other activities.

Several academically oriented living experiences provide alternatives which extend beyond education in the classroom. Three Language Houses involve students in the study of the culture and languages of specific countries, and the International House encourages interaction between foreign students and their U.S. counterparts.

Freshman and sophomore students are strongly encouraged to live on campus in order to have immediate access to those personal, academic and social opportunities which promote a satisfying and rewarding college life. Over the years, many upperclassmen have opted to remain in University housing. If students do wish to move off campus, the Office of Housing is happy to assist through its off-campus rentals bulletin board. There is no on-campus housing for graduate students or married students.

Types of Housing
On-Campus Facilities

Residence Halls
The eight UPS residence halls have rooms comfortably designed for sleeping, studying or socializing. Each student is provided with bed, chest of drawers, study desk, and chair.

Lounges, both large and small, are located in each hall and offer additional space for reading, talking with fellow residents or watching television. Also available are recreation areas, complete with vending machines, kitchenettes, and laundry facilities. The various halls offer a wide variety of living accommodations, including coed, coordinate (separate sections for men and women), men-only and women-only living arrangements.

University Rental Houses
Approximately 35 rental houses are located within walking distance of the University. These are older homes, similar to the attractive traditional dwellings which surround the University campus, and offer students a unique opportunity for small-group living not generally available at most colleges. Kitchen facilities enable students, if they wish, to cook for themselves rather than buy meal tickets through the University. Students are provided with the same furnishings as in residence halls.

Rental homes are available to all students by contacting the UPS Plant Department. Rates vary from house to house.

A-Frames
Nestled in fir trees at the heart of campus are four A-frames, constructed in the style of mountain cabins. With an occupancy of six students, the A-frames have bedrooms and central living room areas, and provide students with the same furnishings as in residence halls.

Fraternities and Sororities
The University houses six of the seven national fraternities on campus and all seven sororities. Although most of the fraternities are located in the Union Avenue complex, sororities occupy both Union Avenue housing and residence hall facilities. Furnishings are determined by respective Greek houses. Greek groups represented on the University of Puget Sound campus: Fraternities: Beta Theta Pi, Kappa Sigma, Phi Delta Theta, Sigma Alpha Epsilon, Sigma Chi, Sigma Nu, Theta Chi. Sororities: Alpha Phi, Chi Omega, Delta Delta Delta, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, Pi Beta Phi. Theta Chi Fraternity has a house of its own near campus.
Off-Campus Housing

Students interested in off-campus living accommodations are welcome to consult the bulletin board of off-campus rentals in the Housing Office.

STAFFING AND GOVERNANCE

Each residence hall is staffed by a graduate student, who serves as head resident, and by student resident assistants. The staff is a well-trained group of students supervised by the Office of the Dean of Students. These students have been around awhile and can be of help when you need them.

Residents of University-owned housing are governed by federal, state and local laws and the Student Conduct Code. Beyond this, students in various living groups are encouraged to be self-regulating and to adopt their own rules and standards of conduct.

Upon entering University housing, each student receives a copy of Student Resident Housing Terms and Conditions, which is a contractual agreement between the University and student. When assigned housing by the University, each student is expected to comply with terms stated in this document, which also outlines the responsibilities of the University of Puget Sound. Failure of the student to comply with the terms of the agreement may be considered ground for termination of residence.

PROCEDURES: HOW TO APPLY

Residence hall application cards are received by students with their Certificate of Admission. Completed housing cards must be accompanied by a $50 deposit and returned as soon as possible to the Office of Admissions, as space is allocated on a first-come, fi rst-served basis.

The deposit is held by the University as a reservation deposit, and is refundable if the application is cancelled no later than 30 days before the term occupancy is to begin under the application (except for fall term, which has a cut-off date of June 1).

Students will be notified the first week of August of room assignments for fall semester. Those students who indicate a desire for participation in Fall Rush will be contacted either by Panhellenic or the Inter-Fraternity Council during the summer months. Unless the Housing Office is notified prior to Rush Week of a change of plans, those students indicating participation in Rush will not be assigned housing until after the conclusion of formal Rush. Such students will be assigned housing according to the date of their housing card, as space is available.

RATES

Room and board are charged as a unit and all students living in dormitories, A-frames or the Union Avenue Complex must pay board as well as room charges. Room and board rates are subject to change.

University housing rates are detailed in the Financing Your Education section of this catalog.

Address inquiries to: Housing Coordinator, Dean of Students Office, University of Puget Sound, Tacoma, WA 98416.
Telephone (206) 756-3317
FINANCING YOUR EDUCATION

At the University of Puget Sound, the development of a strong sense of financial responsibility is considered an integral part of a person's education for the future.

Every student is presumed to be familiar with the schedule of fees and other matters pertaining to financial policy and regulations published in this catalog.

Financial assistance, including scholarships, grants-in-aid, guaranteed employment and various types of loans, is available to qualified students on a limited basis and is described in detail in this catalog in the "Financial Aid" section.

FINANCIAL POLICIES

The University reserves the right to cancel the registration of any student who fails to meet his/her financial obligations when such action is deemed to be in the best interest of the University. Such action may not, however, cancel the incurred obligations on the part of the student.

The University further reserves the right to withhold grades, statement of honorable dismissal, 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 cleared. The University further reserves a similar right, as stated in the preceding sentence, if any student loan account (including NDSL) is in a past-due or delinquent status.

Registration is not officially completed until all financial arrangements have been approved by the Controller's Office.

The University reserves the right to change the fee schedule and tuition, board and residence hall rates for a given term without prior notice. After the beginning of a term, no changes will be made to affect that term.

ESTIMATED EXPENSES

A student considering attending the University of Puget Sound may expect the following yearly expenses:

- Tuition: $4,280
- Room and Board: $2,000
- Student Government Fee: $50

Estimated expenses amount to $6,330 for an academic year of nine months. This total does not include expenses such as books, clothing, travel or summer vacation. Fees may be higher than the above sum if a student elects courses for which special instruction or services are necessary.

SCHEDULE OF FEES AND CHARGES

All charges, including tuition, fees, and room and board are due and payable in full on or before the date of registration each term. Students who receive financial assistance in the form of scholarships, grants or loans are expected to make necessary arrangements with the Director of Financial Aid well in advance of registration.

Students may apply for either one of two deferred payment plans which are described in detail under Methods of Payment.

TUITION

Tuition rate for full-time students for the 1980/81 academic year is $4,280. Tuition will be charged at registration each term (fall and spring) in accordance with the following schedule:

- Full-time student (3 or 4 units): $2,140
- More than 4 units, per unit: $540
- Part-time students (less than 3 units), per unit: $540
- Tuition charges for fractional unit courses will be computed at the per unit rate of $540.

Courses taken at the Military Centers will be included in the determination of a student's status as a full-time student for the purpose of computing the appropriate tuition charge based on the number of courses for which the student is registered at any one time. Courses taken consecutively will not be added to calculate the load. Refer to Definitions for definitions of full-time and part-time students and for explanation of tuition charges applicable to activity courses.

WINTERIM TUITION

- Full-time academic year student: $540
- Full-time, one-term student: $270
- Part-time or Winterim-only student: $540

AUDITOR'S FEES

- Full unit lecture, per course: $270
- Full unit laboratory and Creative Arts, per course: $540

Tuition for fractional unit courses will be computed at the appropriate fraction of the per unit cost.
A student who is enrolled for three or four full units may audit one additional unit at no additional tuition charge with the approval of the Associate Dean of the University.

TERM FEES

Student Government Fee (Required of each full-time student, except graduate students; not refundable) ........................................ $25
Deferred Payment Fee .............................................................. 1%
Late Registration Fee (Applicable on and after the first day of classes) ................................................................. $10

Voluntary Student Insurance

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<th>Student and One Depend.</th>
<th>Student and Two or More Depend.</th>
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<td>Fall/Winterim/Spring/Summer</td>
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<tr>
<td>Winterim/Spring/Summer</td>
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<td>$118.25</td>
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<tr>
<td>Summer Only</td>
<td>$26.95</td>
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Voluntary student insurance is available only during the registration period for each semester.

Mandatory Student Insurance

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<th>Per Semester</th>
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A descriptive brochure on this insurance may be obtained from the Office of Safety and Security.

SUNDARY FEES

Application for admission (payable only once) .................. $15
Lock Deposit for personal locker (refundable) ................. $ 3
Housing Key Deposit .................................................... $20

SPECIAL FEES FOR OFF-CAMPUS AND PHYSICAL EDUCATION ACTIVITIES

Alpine Hiking & Backpacking, $35; Bowling, $15; Golf, $25; Riding, $60; Scuba Diving, $45. Cooperative Education Fee, per placement, $50.

Fieldwork Experience/Internship Fee required of Occupational Therapy/Physical Therapy students at the beginning of the Fieldwork/Internship period:
  Occupational Therapy ............................................ $500
  Physical Therapy .................................................. $425

See course sections on Occupational Therapy/Physical Therapy for complete information.
APPLIED MUSIC FEES

For a complete listing of private and class applied music fees, see School of Music section of this catalog.

RATES FOR UNIVERSITY HOUSING

Room and Board ............................................ $2,000
(Covers full academic year, including Winterim, but excluding vacation periods, 3 meals per day except Saturday and Sunday, when 2 are served.)

Refer to the Winterim 1981 Bulletin for room and board rates applicable specifically to the Winterim.

An advance reservation payment of $50 applicable to rental of a room is required each term at the time the student makes application for a room in University housing. The advance payment is not refundable if the room cancellation is received after June 1 for the succeeding fall term or after January 1 for the succeeding spring term.

A $20 refundable key deposit will be assessed each residence hall and annex house resident. Reservation of space in the residence halls is considered an agreement by the student to occupy such space for the full academic year for which the reservation is made.

METHODS OF PAYMENT

The University makes available the two deferred payment plans described below. Inquiries concerning these plans should be directed to: Student Accounts Manager/University of Puget Sound/Tacoma, WA 9816/Washington 756-3220 or 756-3221.

Applications for Plan A in advance of the date of registration each term are not required, but are encouraged. However, arrangements for Plan B should be completed prior to June 1 preceding the academic year to which it applies.

Plan A One-half of the total charges for the term may be paid on or before the date of registration, and the balance, after the deduction of any promised loan or scholarship, in two equal payments on or before the first day of November and December in the fall term and the first day of April and May in the spring term.

This plan is designed primarily for full-time students who may, or may not, reside in University residence halls.
Students who elect this plan of payment should have available at the beginning of each term cash in an amount sufficient to make the initial payment, and to provide for books and incidental expenses. The initial payment at registration may be reduced by the amount of any advance cash payment previously credited to a student's account.

A variable deferred payment fee (one percent of balance) each term is assessed for this plan.

**Plan B** This plan is designed primarily for full-time students who reside in University residence halls. Payment of the total charges for tuition, required fees, room and board for the nine-month academic year may be divided into 12 equal monthly payments beginning not later than June 5 preceding the student's enrollment in classes at the University and ending on May 5 of the following calendar year.

A deferred payment fee of one percent is assessed for this plan covering the 12-month payment period.

**DEFERRED PAYMENT POLICIES**

All deferred payment agreements are subject to review and final approval by the Controller and may be modified or cancelled 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.

Part-time students not living in University housing who are enrolled in day or Continuing Education classes totaling fewer than three full units of credit are expected to pay tuition and fees in full at the time of registration.

A promissory note may be required at the time of registration to cover the unpaid balance of the student's account. All such notes must be paid within the term in which they are issued and require acceptable endorsers.

Promised scholarships or loans, or credit for future services to be rendered to the University by the student, cannot be used to meet the initial payment.

A student whose financial obligations will be met substantially by loans and/or grants, scholarships or tuition remission may, nevertheless, be required to make the minimum cash payment at registration as specified under Deferred Payment Plan A above as evidence of that student's intention to complete the term's work. Appropriate refunds or adjustments in the student's account will be made no later than the end of each term, in such instances.

Money received from the University by a student from loans or scholarship or for work performed for wages must be applied to the student's account if there is any unpaid balance remaining at the time of receipt.

**REFUNDS AND ADJUSTMENTS**

**Tuition** Tuition fees are not refundable except when the student officially withdraws from the University on account of sickness or other causes entirely beyond his/her control, and then in the following proportions based upon the period from the beginning date of the University term to the date of the student's official withdrawal as established by the Registrar: Withdrawal before the end of: second calendar week—80%, third calendar week—60%, fourth calendar week—40%, fifth calendar week—20%, withdrawal after the end of the fifth calendar week, No Refund.

Tuition fees applicable specifically to the Winterim are not refundable for any reason; nor will any reduction in tuition be authorized for a full-time academic year student who fails to register for the Winterim.

The University shall be the sole judge of the applicability of all claims for refund or adjustment, which must be presented in writing to the Controller setting forth the circumstances.

**Room** Residence Hall rentals are not refundable except when withdrawal from the University is caused by sickness or circumstances entirely beyond the control of the student. If a student moves from the residence hall to which he/she has been assigned, provided that official withdrawal from the University for the reason(s) previously stated is the cause, the room charge may be cancelled and payments on room rent may be refunded on a pro-rata calendar basis. If the student moves out for lesser reasons the entire room charge remains on the student's account.

**Board** Refund of board charges will be made on a pro-rata calendar basis for those students who withdraw from the University before the end of a term.

**Scholarship and Grants-in-Aid** If a student who holds a scholarship or grant-in-aid withdraws from the University before the end of a term, or is dismissed or suspended for disciplinary reasons, his/her award will, normally, be cancelled and may not be used in settlement of his/her financial obligations to the University. The financial obligation, however, is not cancelled, and the student is held liable for any unpaid balance remaining on his/her account.

**Loans** Students receiving benefits under any loan program outlined in this catalog must contact the Office of Financial Aid upon withdrawal.
Financial Aid

Director: Steven Thorndill

The costs of higher education concern everyone. Many sources of financial aid funds make enrollment at the University of Puget Sound possible. In fact during 1979-80 academic year, two out of every three full-time undergraduate students received some form of financial aid. Financial aid is available and all applicants for admission are strongly encouraged to apply.

The Office of Financial Aid welcomes inquiries about the wide range of financial aid opportunities which are available to UPS students. For a more detailed description of the University's Financial Aid Programs, contact the Office of Admissions of the Office of Financial Aid for a copy of Financing Your Education.

The University endorses the principle that most financial aid should be granted to students based on financial need and that parents should finance the cost of their children's education to the degree they are able.

Need-based aid refers to University, federal, state, and private resources available to students who are able to document a "need" for them. This need-based aid normally is available in three forms: grants and scholarships, loans, and employment. A typical financial aid package will include all three forms of aid.

Grants and Scholarships
These funds are provided to the student and do not need to be repaid. Sources include:
- Basic Educational Opportunity Grants (BEOG)
- Washington State Need Grants (WSNG)
- Supplemental Educational Opportunity Grants (SEOG)
- University Grant-in-Aid (GIA)
- Endowed and Gift Scholarships (see pages 122-126 for detailed lists of these scholarships)

Loans
Because of nominal interest charges and favorable repayment plans, loans have become an accepted way to pay educational expenses.
Sources include:
- National Direct Student Loans (NDSL)

Employment
The work-study programs are a commitment by the University to provide a part-time job to the student to earn a predetermined amount of money. Most positions are on campus and generally require 10 to 12 hours of work per week.
Sources include:
- College Work-Study (CWS)
- State Work-Study (SWS)
APPLICATION PROCESS
Students may apply for any of these funds by completing the College Scholarship Service (CSS) Financial Aid Form (FAF). The FAF is available from high school counselors and the UPS Office of Financial Aid.

The FAF should be completed as soon after January 1 as possible and mailed directly to the College Scholarship Service. The University will receive an analysis of the Financial Aid Form from CSS within approximately three weeks. That information will be used to determine the financial resources the family is expected to contribute to the student's educational expenses. Among other items, educational costs include tuition, room and board, personal expenses, books, and transportation.

Determination of the family contribution involves more than looking at the income of the parents. Age of the parents, assets, number of dependents, number of family members in college and the student's income and assets are among items also considered. It is important that families do not disqualify themselves prematurely by not applying.

The family contribution is subtracted from the cost of education. The difference is called "financial need" — the amount of the student needs in addition to the family's resources in order to attend UPS.

The Office of Financial Aid then attempts to meet the full financial need of students by offering a combination of the types of aid mentioned earlier. In the 1979-80 academic year, the average financial aid package awarded amounted to $3000; individual packages ranged from $200 to $6500.

The first priority for funds is to students who have been accepted for admission to the University, and have submitted the FAF to the College Scholarship Service, by March 1.

Students applying after March 1 will be considered to the degree funds are still available. In the past, awards have continued through the spring and summer months.

Financial Assistance Notifications are mailed beginning March 15 for new students who apply by the preference date. After March 15, awards are made on a rolling basis approximately three weeks after the student has been accepted for admission and the FAF has been received from the College Scholarship Service.

The Office of Financial Aid subscribes to the National Candidate's Reply Date and asks that students notify the Office of their intent to accept the aid offer no later than May 1.

Financial assistance is awarded for one year and applications must be submitted annually. Whenever possible, the University will continue assistance as long as the need continues, providing the student is in good standing with the University and continues to progress satisfactorily toward a degree.
NON-NEED-BASED AID
Several forms of non-need-based aid are available from the University and private sources.

SCHOLARSHIPS
Trustee Scholarships
Scholarships up to a maximum of $1000 per year are awarded to outstanding freshman and transfer students on a selective and competitive basis. Financial need is not a criterion for selection for these awards. All students admitted to the University are considered for these scholarships on the basis of information submitted to the Office of Admissions during the admissions process. Funds are generally limited, so those students admitted by March 1 will receive priority consideration.

Merit/Performance Scholarships
Scholarships are available in music, forensics, drama, and men's and women's athletics. Interested students should contact the department directly.

National Merit Scholarships
The University sponsors Merit Scholarships for National Merit Finalists who have indicated UPS as their first choice institution. For further information contact the Office of Admissions.

DSH Humanities Scholarships
One $2000 scholarship is awarded to an incoming freshman student who demonstrates high academic achievement and an interest in the humanities. The deadline for application is March 1. Contact the Office of Admissions for application procedures.

LOANS
Guaranteed Student Loan/Federally Insured Student Loan (GSL/FISL) Funds are made available from banks, credit unions and savings and loan associations. These long term loans are interest free to all students until nine months after leaving the University, at which time the student is assessed a 7 percent interest rate. These loans have been particularly helpful to students from middle and upper income families.

UPS Loan Fund
Administered by the University Controller’s Office, this fund is restricted to tuition only.

EMPLOYMENT
The Tacoma area offers many opportunities for student employment. The University's Office of Career Planning and Placement serves as a clearinghouse for part-time and summer employment on campus and in the community. All students enrolled at the University are eligible for assistance from this office.
OTHER SOURCES

AIR FORCE ROTC Students who enroll in Air Force ROTC are eligible to apply for Air Force ROTC scholarships which cover full tuition, cost of textbooks, and laboratory fees. Two and three year scholarships are available to qualified students. Students majoring in math, physics or chemistry have the best scholarship opportunity. Additionally, all students accepted into the Air Force ROTC Professional Officers Course receive subsistence pay of $100 per month while attending this course. Information is available through the Department of Aerospace Studies, University of Puget Sound, Tacoma, WA 98415.

VETERAN'S AID The University of Puget Sound has been designated by the Veterans Administration as one of the qualified institutions which veterans may attend and receive benefits granted under the following United States codes:
1. Chapter 31, Veterans Vocational Training and Rehabilitation Act of 1956 (Public Laws 894 and 97-815)
2. Chapter 34, Veterans Readjustment Benefit Act of 1966 (G.I. Non-Disability Bill)
3. Chapter 35, War Orphans Education Assistance Act

Veterans, widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the Regional Office of the Veteran's Administration, Federal Building, 915 2nd Avenue, Seattle, WA 98174.

It is the veteran's responsibility to be fully informed about all academic regulations affecting his or her good standing with the Veteran's Administration. Questions should be referred to the Veterans Affairs Coordinator, Jones 07.

VETERANS AND DEPENDENTS EDUCATION LOAN PROGRAM For Vietnam-Era Veterans, this program of direct student loans is designed to provide assistance to veterans, eligible wives, widows, and children.
SCHOLARSHIPS

The majority of scholarships listed below are awarded directly by the Office of Financial Aid. Students are automatically considered by completing an application for financial aid. Those scholarships which require additional applications and procedures will be advertised widely when applications are being accepted. For these opportunities and others, regularly check the Financial Aid Information Desk, Jones Hall 106.


Alice B. Ayers Scholarship Fund Established in 1951 in memory of Alice B. Ayers for students planning on future Christian service.


Dr. Russell Brooks Butler Barber Scholarship Established in 1976 for recognition of talent and academic achievement in Communication & Theater Arts in honor of Dr. Barber.

Helen Bay Memorial Scholarship Established in 1969 in memory of Helen Bay, registrar at UPS for many years.

Beta Sigma Phi Scholarship Fund Established in 1959 by Tacoma Council of Beta Sigma Phi.

Chris & Elsie Betz Endowment Fund Established in 1966 in memory of Chris & Elsie Betz with preference for pre-ministerial students.

Brother-Sister Scholarship Established in 1960 by R. Marie Veldee in honor of her husband and her sister. Scholarship for students in the fields of religious education and church music.

Dr. Francis H. Brown Memorial Scholarship Fund Established in 1960 for Protestant students entering full-time Christian service in memory of Dr. Francis H. Brown.

Bethesda B. Buchanan Occupational Therapy Memorial Scholarship Established in 1946 for OT students in recognition of Bethesda Buchanan.

Helen Buchanan Memorial Art Scholarship Established in 1976 for art majors in memory of Helen Buchanan.

Jessie Trane Burwell Scholarship Established in 1958 for students interested in the work of the church in memory of Jessie Trane Burwell.

Sue Butler Memorial Scholarship Established in 1975 for Occupational Therapy majors in memory of Sue Butler, the first occupational therapist to graduate from UPS.

Dr. Franklin Butterfield Memorial Fund Established in 1957 in memory of Dr. Butterfield.

C & G Electronics Scholarship Established in 1956 as a gift from C & G Electronics.

A.W. Campbell Scholarship Established in 1951 as a gift from A.W. Campbell with preference to pre-ministerial students.

The Campbell Science Teacher Scholarship Established in 1964 for students planning to teach science in memory of Mr. & Mrs. Mathew Scott Campbell.

Ellery Capen Scholarship Established in 1959 to aid students in the field of accounting.


Chance Scholarship Fund Funded by persons from the University and community this fund is for minority students who are in need of additional funds in order to attend UPS.

**Ben B. Cheney Scholarship** This annual gift from the Ben B. Cheney Foundation is awarded to academically meritorious incoming freshman.


Class of '61 Established in 1961 as a gift from the Class of 1961.

Forest A. Cobb Jr. Scholarship Established in 1967 in memory of Forest A. Cobb, Jr.

Comerco Business Scholarship Gift to the University from Comerco; provides scholarship assistance to outstanding students in Business.

Helen Congdon Memorial Fund Established in 1965 for worthy students in the field of music, in memory of Helen Congdon.
Raymond E. & Leola B. Cook Memorial Fund  Established in 1973 for students planning on full-time Christian service in memory of Raymond and Leola Cook. The Cooks were both graduates of UPS; Mr. Cook served on the Board of Trustees from 1913 to 1973.

**D.S.H. Humanities Scholarship**  Established in 1972 by an anonymous donor for outstanding students who plan to pursue a major in the humanities.

_Ida A. Davis Memorial Fund_  Established in 1948 in memory of Ida A. Davis.

_Frank C. & Alice Dayharsh Memorial Scholarship_  Established in 1959 for missionary students in honor of Frank & Alice Dayharsh.


_Garrett Eddy Memorial Scholarship Fund_  Established in 1971 in memory of Garrett Eddy, a UPS AFROTC graduate who was killed in Vietnam.


_Faculty Solicitation Scholarship Fund_  Established in 1978 by gifts from the faculty centennial drive.

_Dr. Phillip R. Fehlandt Memorial Fund_  Established in 1973 for Chemistry students in memory of Dr. Phillip Fehlandt, a Chemistry professor at UPS from 1937 to 1965.

_Fletcher-Shive Scholarship Fund_  Established in 1976 to aid needy students.

_Mary & Chapin Foster Scholarship Fund_  Established in 1972 for pre-ministerial students in memory of Mary and Chapin Foster.


_Friends of AFROTC Scholarship Fund_  Established in 1978 in order to aid a prominent cadet.

_Daisy Alice Gambill Memorial Fund_  Established in 1974 in memory of Daisy Alice Gambill.

**Edwin B. Garrigues Foundation Scholarship**  Established by a gift from the Garrigues Foundation, this fund provides scholarship assistance to music students.

_Thomas & Della (parents) & Bethel Vella (wife) Glasscock Scholarship_  Established in 1947 for a needy student majoring in an academic area which would assist him/her in serving mankind in a humanitarian capacity; in memory of the parents and wife of Laird V. Glasscock.

_Ernest Goulder Memorial Scholarship Fund_  Established in 1968 for per-ministerial students in memory of the Reverend Ernest Goulder.

_Victoria E. Green Memorial Scholarship_  Established by bequest of Victoria E. Green, a long time member of the University staff.

_Ed Griffin Memorial Fund_  Established in 1955 in memory of Ed Griffin.

_Junia Todd Hallen Memorial Scholarship_  Established in 1962 for worthy and needy students in memory of Junia Todd Hallen.

_Paul B. Hanawalt Memorial Scholarship Fund_  Established in 1971 for worthy and needy students in memory of Paul B Hanawalt, a member of the Board of Trustees for over 38 years.
David L. Handy Memorial Scholarship Fund Established in 1965 for worthy and needy students in memory of David L. Handy, a former Director of Alumni Affairs.

Marjorie Heritage Memorial Scholarship Fund Established in 1972 for music students in memory of Marjorie Heritage.

E. Earl Hetrick Memorial Scholarship Fund Established in 1963 for an upperclass student in the field of business administration, in memory of E. Earl Hetrick.

Anna Clift Hicks Scholarship Fund Established in 1968 in memory of Anna Clift Hicks.

**Leonard Howarth Scholarship Fund** Established in 1927 for academically deserving students majoring in the sciences or mathematics, in memory of Leonard Howarth, a notable Tacoma industrialist.

Mamie M. Hungerford Piano &/or Voice Scholarship Fund Established in 1967 for students pursuing a career in piano and/or voice in memory of Mamie M. Hungerford.

Jose Iturbi Music Scholarship Established in 1963 for music students by the proceeds from a benefit performance of Jose Iturbi with the UPS Symphonic Orchestra.

Leonard G. Jacobsen Memorial Scholarship Established in 1965 for a promising pianist in memory of Leonard Jacobsen, a former director of the Piano Department.

Arthur & Dorothy Johnson Scholarship Fund Established in 1952 for pre-ministerial students in memory of Arthur and Dorothy Johnson.

Allie Jones Memorial Fund Established in 1952 for speech majors in memory of Mrs. Allie Jones.

William W. Kilworth Memorial Fund Established in 1966 in memory of W. W. Kilworth for worthy students needing financial assistance. Mr. Kilworth was a member of the Board of Trustees for over fifty years.

**William Kilworth Scholarship** Established by a trust fund these awards are made to high school seniors from Pierce County High Schools.

J. Dean King Memorial Scholarship Fund Established in 1962 as a gift from Reverend J. Dean King.

Herman Klindworth Scholarship Fund Established in 1953 for pre-ministerial students as a gift from Herman Klindworth.

Sonja Koehler Memorial Scholarship Established in 1978 for occupational therapy students in memory of Sonja Koehler.

Yeuk Tsun Lam Scholarship Fund Established by Dr. Lam in 1964 in appreciation of President Todd for assisting Dr. Lam in his efforts to become a Chinese herb doctor; scholarships for students of Chinese ancestry.

Mary Liggett Memorial Scholarship Fund Established in 1945 for students interested in missionary work; in memory of Mary Liggett.

Mr. & Mrs. Hilding Lindberg Scholarship Fund Established in 1966 as a gift from Mr. & Mrs. Hilding Lindberg.

Claude Major Memorial Scholarship Established in 1957 in memory of William Claude Major.

Margaret's Scholarship Established in 1944 for students planning on full-time Christian service by gift of Mr. & Mrs. J.C. Haley.

Mrs. Arthur Marsh Memorial Fund Established in 1957 in memory of Mabel Victoria Marsh, a former member of the science faculty at UPS.

Arthur Martin & Franklin E. Johnson Memorial Fund Established in 1952 for ministerial or public accountant students in memory of Arthur Martin and Franklin E. Johnson. Arthur Martin was a math professor at UPS; Mr. Johnson was President of the Alumni Association.


John Bartlett McDonald Memorial Fund Established in 1949 for engineering students in memory of John Bartlett McDonald.

Jean McKenzie Memorial Scholarship Fund Established in 1959 for outstanding students in memory of Jean McKenzie.

Memorials Scholarship Fund Established by various gifts and supplemented by memorials for many individuals.

Frederic D. Metzger Memorial Scholarship Established in 1961 for pre-law students in memory of Frederic D. Metzger.

Agnes Mossie Memorial Scholarship Fund Established in 1971 in memory of Agnes Mossie.


Helen J. Meyers Memorial Trust Fund Established in 1958 for home economic students in memory of Helen J. Meyers.

Peter and Susan Misner Scholarship Established by gift of Peter and Susan Misner as a centennial campaign pledge.

Frank C. Neal/Phi Delta Theta Pledge Scholarship Established in 1961 for Phi Delta Theta students as a gift from Frank C. Neal.

Nor Height Nor Depth Scholarship Fund Established in 1975 in memory of six UPS students who lost their lives in tragic hiking and skin diving accidents; established by their classmates.

Edna Mundt Nyberg Elementary Education Scholarship Fund Established in 1958 by gift of Edna Mundt Nyberg in order to aid freshman interested in elementary education.

Helen Osborne Memorial Fund Established by First Methodist Church of Seattle and George Osborne in memory of Helen Osborne. This scholarship is used to provide books for students preparing for full time Christian service.


James Slater Phi Kappa Phi Merit Scholarship Established in 1987 for Phi Kappa Phi juniors by gift of Dr. James Slater.

Esther Griffith Pitz Occupational Therapy Memorial Scholarship Established in 1957 for a sophomore OT major in memory of Esther Griffith Pitz.

Raymond & Margaret Powell Scholarship Established in 1952 for a junior student planning on teaching in public school; by gift of Dr. Raymond Powell. Dr. Powell was a former Dean of Men and Director of Education at UPS.

Presser Foundation Scholarship Established by a gift from the Presser Foundation, this fund provides scholarship assistance to music students.

John Prins Scholarship Established in 1978 in recognition of Dr. John Prins, a former professor of Business and Public Administration at UPS.

Professional Accounting Scholarship For Women Established in 1979 by UPS Alumni Women in Accounting.

Raymond Proudfoot Memorial Fund Established in 1961 in memory of the Reverend Raymond Proudfoot.

Janet Ramerman Memorial Scholarship Established in 1971 with preference for needy sociology students; in memory of Janet Ramerman.

J. Maxon Reeves Memorial Scholarship Fund Established in 1972 in memory of J. Maxon Reeves, former Dean of the University.

Stella Richardson Memorial Fund Established in 1961 in memory of Stella Richardson.

Dr. Charles & Bertha Robbins Memorial Scholarship Established in 1972 for students majoring or minoring in Spanish in memory of former UPS Spanish teacher and bursar.

Norman Robbins Estate Scholarship Established in 1975 by bequest of Norman Robbins.

John H. Rudd Memorial Fund Established in 1947 to aid a needy student in memory of John H. Rudd.

Eliza Rummel Scholarship Established in 1962 for pre-med students in memory of Eliza Rummel.

Allen Day Sapp Fund Established in 1956.

Edwin Schneebeck Scholarship Fund Established in 1956 at a gift from Edwin Schneebeck.

Paul E. Schuett Scholarship Fund Established in 1951 in memory of Paul E. Schuett with preference for pre-ministerial students.


Shell Assists Grant Scholarship support to outstanding students in Business and Public Administration.

Lyle S. Shelmadine Memorial Fund Established by bequest of Lyle Shelmadine and supplemented by memorial gifts of friends.

Donald R. Shotwell Scholarship Established in 1943 to aid students with good character, credible academic record and need. Established by Mr. and Mrs. J.D. Shotwell in memory of their son.

Sigma Alpha Iota Scholarship Established in 1953 for a woman majoring in music; by gift of the Tacoma Chapter of Sigma Alpha Iota.

Mary Alice Gallagher Silver Memorial Scholarship Fund Established in 1969 in memory of Mary Alice Gallagher Silver.
126 Scholarships

Cleone Soule Music Scholarship Established in 1944 for music students as a gift from Cleone Soule.

Dr. Robert D. Sprenger Chemistry Scholarship Established in 1970 for Chemistry students in memory of Dr. Sprenger. Dr. Sprenger was a professor of Chemistry at UPS.

Staff-Solicitation Scholarship Fund Established in 1978 by gifts from the staff during the centennial drive.

George O. Swasey Scholarship Established in 1958 in memory of George O. Swasey

Tacoma Home Economics Association Scholarship Established by the Tacoma Home Economics Association for a junior or senior in Home Economics.

Tacoma Opti-Mrs. Club Scholarship Established in 1962 by the Tacoma Opti-Mrs. Club.

Dr. & Mrs. Ansel Tefft Memorial Scholarship Fund Established in 1963 for students in the field of Christian Education in memory of Dr. Ansel Tefft and his wife.

Crawford R. Thoburn Memorial Fund Established in memory of Crawford R. Thoburn in 1946. Mr. Thoburn was President of UPS from 1892 to 1898.

Lucille Thompson Scholarship Established by gift from the University Women's League; awarded to sophomores and juniors.

Elmer Thune Fund Established in 1957 as a gift from Elmer Thune.

Noyes D. Tillotson Memorial Scholarship Fund Established in 1968 to aid needy students in memory of Noyes D. Tillotson

Ollie J. Tobler Memorial Scholarship Fund Established in 1964 for deserving students in memory of Ollie J. Tobler.

Florence Ruth Todd Art Scholarship Established in 1944 for art students in memory of Florence Ruth Todd, wife of a former UPS president.

United Methodist Scholarship Established by an annual gift from the United Methodist Church. Scholarship assistance is provided to United Methodist students.

Varsity Show Scholarship Established in 1956 for needy dramatic or music students by gift of the Associated Student Body.


Wilfred P. Whitehouse Scholarship Fund Established in 1951 for needy students in memory of Mildred P. Whitehouse.

Minnie White Fund Established in 1941 for needy students; by gift of Minnie White.


Bernhardt & Martha Wirth Memorial Scholarship Established in 1961 for missionary or ministerial students in memory of Bernhardt & Martha Wirth.

Earl Wirth Scholarship Fund Established in 1953 for pre-ministerial students by gift of Earl Wirth.

Norman & Anna Wirth Scholarship Established in 1962 for students with Christian interests by gift of Norman Wirth.


Dr. Ross D. Wright Medical Scholarship Established in 1969 for pre-medical students in memory of Dr. Ross D. Wright.

Fred S. Wyatt Memorial Scholarship Fund Established in 1976 for outstanding students in memory of Fred S. Wyatt.

**Incoming students should inquire about these scholarships at the Office of Admissions, (206) 756-3211.**
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Suzanne Wilson Barnett

Wolfred Bauer

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B.S., Carnegie Institute of Technology, 1957;  
M.S., New Mexico Institute of Science and Technology, 1962; Ph. D., University of Pittsburgh, 1971.

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B.S., Southwest Missouri State University, 1974;  
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B.A., University of Notre Dame, 1965; J.D.  

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B.S., Washington State University, 1949; M.S.,  
California Institute of Technology, 1953; Ph.D., Oregon State University, 1963.

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B.S., University of Minnesota, 1972; M.S.,  
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University of Colorado, 1966.

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B.A., Washington University, St. Louis;  
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B.A., University of Denver, 1950; M.A.  
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B.S., M.S., George Mason University, 1974, 1977.

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B.A., University of Washington, 1959;  
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B.A., Washington State University, 1951;  
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B.M., M.M., Cleveland Institute of Music, 1960;  
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B.A., M.A., Michigan State University, 1961;  

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B.G.E., University of Nebraska, Omaha, 1966;  
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B.A., Arkansas Polytechnic College, 1959; M.A.,  
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University of California, Los Angeles, 1976.

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B.A., University of Illinois, 1943; M.S., M.S.,  
University of Wisconsin, 1948, 1957; Ed.D.,  
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B.S., Wisconsin State University, 1962; M.S.,
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Ph.D., University of North Carolina, 1972.

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University of Michigan, 1957.

Daniel Lewis Lynch
B.M., M.M., Northwestern University, 1951,
1957.

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FACULTY EMERITI

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C. Brewster Coulter

Lyle Ford Drushel

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Alma Lissow Oncley

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Dorothy Mayo Patterson

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John William Prins

John Dickinson Regester
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Tacoma, WA 98416

**Telephone:** (206) 756-3100

Listed below are offices to which inquiries of various types may be directed:

- **Admissions** (206) 756-3211 Office
- **Academic Advising** (206) 756-3250 Director
- **Alumni Relations** (206) 756-3245 Director
- **Annual Fund** (206) 756-3184 Director
- **Associated Students** (206) 756-3273 ASB Office
- **Career Planning and Placement** (206) 756-3250 Director
- **Catalogs** (206) 756-3211 Admissions Office
- **Continuing Education/Military Center Classes** (206) 756-3306 Director
- **Curriculum/Instruction** (206) 756-3205 Dean of the University
- **Fees/Tuition/Payment of Bills** (206) 756-3221 Student Accounts
- **Financial Aid** (206) 756-3214 Director
- **Foreign Students** (206) 756-3310 Advisor
- **Gifts/Grants** (206) 756-3358 Asst. Vice President
- **Learning Skills Center** (206) 756-3395 Director
- **Library** (206) 756-3257 Director
- **Summer School** (206) 756-3207 Associate Dean
- **Public Relations/News** (206) 756-3148 Director
- **Registration** (206) 756-3217 Registrar’s Office
- **Residence Hall Housing** (206) 756-3317 Director
- **Student Information** (206) 756-3360 Dean of Students
- **Transcripts/Records** (206) 756-3217 Registrar’s Office
- **University Relations** (206) 756-3150 Vice President
1. President's House  
2. Kilworth Chapel  
3. Harrington Residence Hall  
4. Schiff Residence Hall  
5. Langdon Residence Hall  
6. Anderson Residence Hall  
7. Collins Memorial Library  
8. Tenzler Residence Hall  
9. Smith Residence Hall  
10. Tacoma Area Council on Giftedness  
11. Ceramics Building  
12. Kittredge Gallery  
13. Student Union Building  
14. Continuing Education  
15. McIntyre Hall  
16. Jones Hall  
17. Howarth Hall  
18. Music Building  
19. Thompson Science Complex  
20. Tennis Courts  
21. Todd Residence Hall  
22. Regester Residence Hall  
23. Seward Residence Hall  
24. Personnel Office  
25. Plant Department  
26. Occupational Therapy and Physical Therapy  
27. Hugh Wallace Pool/Warner Street Gym  
28. Baker Stadium  
29. Memorial Fieldhouse/Tennis Pavilion  
30. Union Avenue Residences  
31. International House  
32. Burns Field  
33. A-Frames (Safety and Security)  
34. Print Shop  
35. Niwa House  
36. Shotwell Field and Track
### FALL TERM 1980

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<th>Event</th>
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<tr>
<td>September 1</td>
<td>Monday</td>
<td>Residence Halls Open, 9 a.m.</td>
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<td>September 1</td>
<td>Monday</td>
<td>Dining Halls Open, 11 a.m.</td>
</tr>
<tr>
<td>September 1</td>
<td>Monday</td>
<td>New Student Diagnostic Testing/Orientation, 1:30 p.m.</td>
</tr>
<tr>
<td>September 4-5</td>
<td>Thursday-Friday</td>
<td>Registration</td>
</tr>
<tr>
<td>September 8</td>
<td>Monday</td>
<td>Late Registration</td>
</tr>
<tr>
<td>September 10</td>
<td>Wednesday</td>
<td>Add/Drop Period Begins, 8:30 a.m.</td>
</tr>
<tr>
<td>September 15</td>
<td>Monday</td>
<td>Last Day to Add Classes; until 4:30 p.m.</td>
</tr>
<tr>
<td>September 15</td>
<td>Monday</td>
<td>Last Day to Exercise P/F Option; until 4:30 p.m.</td>
</tr>
<tr>
<td>September 16</td>
<td>Tuesday</td>
<td>Registration for Audit Classes; until 4:30 p.m.</td>
</tr>
<tr>
<td>September 29</td>
<td>Monday</td>
<td>Last Day to Apply for December Graduation: Drop Without Record Ends, 4:30 p.m.</td>
</tr>
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<td>October 3</td>
<td>Friday</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>October 24</td>
<td>Friday</td>
<td>Mid-Term Grades Due, 9 a.m.</td>
</tr>
<tr>
<td>October 31</td>
<td>Friday</td>
<td>Last Day to Withdraw with &quot;W&quot;</td>
</tr>
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<td>November 10-14</td>
<td>Monday-Friday</td>
<td>Winterim Registration/Spring Pre-Registration</td>
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<tr>
<td>November 26</td>
<td>Wednesday</td>
<td>Dining Halls Close, 6 p.m.</td>
</tr>
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<td>November 27-30</td>
<td>Thursday-Sunday</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>December 1</td>
<td>Monday</td>
<td>Dining Halls Open, 7 a.m.</td>
</tr>
<tr>
<td>December 1</td>
<td>Monday</td>
<td>Last Day to Apply for May Graduation:</td>
</tr>
<tr>
<td>December 5</td>
<td>Friday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 5</td>
<td>Friday</td>
<td>Grades Clearing, Spring and Summer &quot;Inc&quot;, 9 a.m.</td>
</tr>
<tr>
<td>December 6-12</td>
<td>Saturday-Friday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 12</td>
<td>Friday</td>
<td>Graduation Convocation, 2 p.m.</td>
</tr>
<tr>
<td>December 12</td>
<td>Friday</td>
<td>Dining Halls Close, 6 p.m.</td>
</tr>
<tr>
<td>December 12</td>
<td>Friday</td>
<td>Residence Halls Close, 6 p.m.</td>
</tr>
<tr>
<td>December 19</td>
<td>Friday</td>
<td>Final Grades Due, 9 a.m.</td>
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### WINTERIM 1981

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<tr>
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<tr>
<td>November 10-14</td>
<td>Monday-Friday</td>
<td>Registration</td>
</tr>
<tr>
<td>January 4</td>
<td>Sunday</td>
<td>Residence Halls Open, 12 noon</td>
</tr>
<tr>
<td>January 5</td>
<td>Monday</td>
<td>Dining Halls Open, 7 a.m.</td>
</tr>
<tr>
<td>January 5</td>
<td>Monday</td>
<td>Winterim Classes Begin</td>
</tr>
<tr>
<td>January 6</td>
<td>Tuesday</td>
<td>Add/Drop Period Begins, 8:30 a.m.</td>
</tr>
<tr>
<td>January 7</td>
<td>Wednesday</td>
<td>Last Day to Add a Class; until 4:30 p.m.</td>
</tr>
<tr>
<td>January 7</td>
<td>Wednesday</td>
<td>Last Day to Exercise P/F Option; until 4:30 p.m.</td>
</tr>
<tr>
<td>January 8</td>
<td>Thursday</td>
<td>Registration for Audit Classes; until 4:30 p.m.</td>
</tr>
<tr>
<td>January 9</td>
<td>Friday</td>
<td>Drop Without Record Ends, 4:30 p.m.</td>
</tr>
<tr>
<td>January 19</td>
<td>Monday</td>
<td>Last Day to Withdraw with &quot;W&quot;</td>
</tr>
<tr>
<td>January 30</td>
<td>Friday</td>
<td>Winterim Classes End</td>
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<td>February 6</td>
<td>Friday</td>
<td>Final Grades Due, 9 a.m.</td>
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### SPRING TERM 1981

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<td>February 5-6</td>
<td>Thursday-Friday</td>
<td>Registration</td>
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<tr>
<td>February 9</td>
<td>Monday</td>
<td>Classes Begin</td>
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<tr>
<td>February 11</td>
<td>Wednesday</td>
<td>Add/Drop Period Begins</td>
</tr>
<tr>
<td>February 17</td>
<td>Tuesday</td>
<td>Last Day to Add a Class; until 4:30 p.m.</td>
</tr>
<tr>
<td>February 17</td>
<td>Tuesday</td>
<td>Last Day to Exercise P/F Option; until 4:30 p.m.</td>
</tr>
<tr>
<td>February 18</td>
<td>Wednesday</td>
<td>Registration for Audit Classes; until 4:30 p.m.</td>
</tr>
<tr>
<td>March 6</td>
<td>Friday</td>
<td>Drop Without Record Ends, 4:30 p.m.</td>
</tr>
<tr>
<td>March 27</td>
<td>Friday</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>March 27</td>
<td>Friday</td>
<td>Mid-Term Grades Due, 9 a.m</td>
</tr>
<tr>
<td>April 10</td>
<td>Friday</td>
<td>Last Day to Withdraw with &quot;W&quot;</td>
</tr>
<tr>
<td>April 10</td>
<td>Friday</td>
<td>Dining Halls Close, 6 p.m.</td>
</tr>
<tr>
<td>April 11-20</td>
<td>Monday</td>
<td>Spring Recess</td>
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<tr>
<td>April 20</td>
<td>Monday</td>
<td>Dining Halls Open, 5 p.m.</td>
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<td>April 21</td>
<td>Tuesday</td>
<td>Classes Resume</td>
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<td>April 28-30</td>
<td>Monday</td>
<td>Pre-Registration for Fall Term</td>
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<td>May 4</td>
<td>Monday</td>
<td>Early Registration for Summer Begins</td>
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<tr>
<td>May 14</td>
<td>Thursday</td>
<td>Last Day to Apply for August Graduation</td>
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<td>May 15</td>
<td>Friday</td>
<td>Last Day of Classes</td>
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<tr>
<td>May 18-22</td>
<td>Monday-Friday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 22</td>
<td>Friday</td>
<td>Residence Halls Close, 6 p.m.</td>
</tr>
<tr>
<td>May 23</td>
<td>Saturday</td>
<td>Graduation Convocation, 2 p.m.</td>
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<tr>
<td>June 1</td>
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