The information contained in this bulletin is current as of March, 1984. Changes may be made at any time. Consult the Office of the Registrar for the most up-to-date information.
The University
Introduction ................................................. 3
Accreditation .................................................. 5
Academic Policies ............................................. 5
Student's Rights and Responsibilities .................. 9
Degree Requirements ...................................... 11
University Core Requirements ......................... 12
Major Requirements ....................................... 12
Minor Requirements ....................................... 14
Degrees Offered ............................................ 14
Academic Support Programs .............................. 16
Academic Advising .......................................... 16
Career Development ....................................... 17
Collins Memorial Library .................................. 19
James R. Slater Museum of Natural History .......... 19
Kittredge Art Gallery ...................................... 19
Curriculum
Aerospace Studies ......................................... 20
Art ............................................................. 21
Arts, Literature, Religion .................................. 25
Asian Studies Program .................................... 25
Biology ....................................................... 28
Business and Public Administration ..................... 31
Career Development ........................................ 37
Chemistry ..................................................... 37
Classics ....................................................... 40
Communication and Theatre Arts ....................... 41
Comparative Sociology .................................... 47
Computer Science .......................................... 51
Economics .................................................... 51
Education ..................................................... 54
Engineering, Three-Two .................................... 60
English ......................................................... 61
Environmental Science .................................... 67
Foreign Languages/Literature ............................ 67
Geology ......................................................... 72
History ........................................................ 74
Honors Program ............................................. 81
Humanities .................................................... 82
Law ............................................................. 83
Learning Skills .............................................. 83
Mathematics/Computer Science ......................... 84
Military Science ............................................. 88
Music .......................................................... 89
Natural Science .............................................. 99
Occupational Therapy and Physical Therapy ......... 100
Philosophy ..................................................... 106
Physical Education .......................................... 109
Physics ........................................................ 116
Politics and Government .................................. 118
Psychology ..................................................... 124
Religion ....................................................... 127
Study Abroad ............................................... 132
Urban Affairs ................................................. 133
Women Studies .............................................. 134

Admissions, Housing, Fees, Financial Aid
Admission to the University ................................ 136
Residential Life .............................................. 142
Financing Your Education ................................ 144
Tuition ......................................................... 144
Financial Aid and Scholarships ......................... 147
Directory
Board of Trustees ........................................... 152
Administrative Offices .................................... 153
Faculty ......................................................... 154
Campus Map ................................................. 171
Calendar ....................................................... 172
Phone Directory ............................................. 174
Index .......................................................... 175
The University

On March 17 in 1888, in a town recently incorporated and a territory still almost two years from statehood, a group of Methodist ministers and laymen secured a charter for the University of Puget Sound. A student body of 88 was enrolled from the surrounding community and in 1891 the first class of seven students was graduated.

In 1913 the school adopted a four-year college program and changed its name to the College of Puget Sound. Then in 1960, after several years of offering a full university curriculum, the college again became known as the University of Puget Sound.

In need of room for expansion, the College of Puget Sound was moved to its present 72-acre campus in the 1920s. Although a few buildings were constructed on campus in the intervening decades, most of the Tudor Gothic buildings with their distinctive red-brick pattern of arches and porticoes were built in the 1950s and 1960s.

The University of Puget Sound today is governed by a wholly independent Board of Trustees. The University welcomes students, faculty, and staff of all religious faiths and racial and ethnic groups. The small, residential campus and the commitment of the faculty to personalized education give a unique character to the University's undergraduate programs and reflect the finest traditions of its founders.

Curriculum

Dr. Philip M. Phibbs, who became President of the University in 1973, has focused his attention on developing a curriculum that is both flexible and responsive to the needs of today's students. Under Dr. Phibbs' leadership, the faculty and administration conducted an exhaustive three-year study and prepared a plan extensively revamping the University curricular requirements. The University of Puget Sound led the way among institutions of higher learning in adopting the concept of a core curriculum.

Under the new plan, courses in written communication, oral communication, quantification, historical and humanistic perspectives, society, natural world, and comparative values, form a "core" of essential skills and concepts designed to give meaning to and unite the other courses a student will take over a four-year period.

These core courses are intended to be both foundation and vantage point for the discoveries afforded by a liberal education; they make it possible for each student (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.

Students receive help in choosing curriculum offerings tailored to their own needs and interests through freshman orientation programs and the academic advising office.
Faculty and Students

Today, the University's faculty and Board of Trustees support a nonsectarian program committed to comprehensive liberal learning and academic excellence in the arts and sciences and in the five professional schools: Business and Public Administration, Occupational Therapy and Physical Therapy, Music, Education, and Law.

The faculty at UPS is first and foremost a teaching faculty, selected not only for excellence in various subject areas but also for the desire and ability to transmit that knowledge in a meaningful way. Students benefit greatly from the fact that classes are taught by career faculty members. At the University, these teachers welcome students not only into their classrooms but into their circle of personal acquaintances and fellow academicians as well.

The University is large enough to offer the advantages of technological advancements; but small enough to preserve a relaxed, intimate atmosphere. The school has a full-time teaching faculty of 165 on the main campus and an undergraduate enrollment of about 2,800 students. Students come to UPS with a diversity of backgrounds and interests; they come from every state in the nation and from several foreign countries. This variety lends vitality to campus life; whereas the University's size allows students easily to become acquainted with each other and with their faculty members.

The University itself has long been one of Tacoma's prominent cultural and educational centers. Located in Tacoma's residential North End, the campus is within convenient inner-city traveling distance of Commencement Bay, Pt. Defiance Park, and downtown Tacoma. In addition, the campus is within easy commuting distance of Seattle; Portland, Oregon; and Vancouver, British Columbia.

Cocurricular Activities

Activities outside the classroom are available for students too. It is possible to participate in student government, join a departmental club, play on a sports team for fun or in competition, sing with the Adelphians, play in the Jazz Ensemble or the University Symphony Orchestra, try out for an Inside Theatre role, serve on the staff of a student publication or the campus radio station, take part in a worthwhile community project, or participate in many other ways.

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. In addition, there are outings and projects sponsored by fraternities and sororities, and a wide variety of films, speakers, dances, and entertainment provided by the Associated Student Body.

Activities outside the classroom form part of a well-rounded education. But most important of all, graduates leave the University of Puget Sound with an education that will influence and guide every facet of post-campus life.
Accreditation

The University of Puget Sound is accredited by the Northwest Association of Schools and Colleges, an accreditation recognized by the other Regional Associations in the United States and the Council on Postsecondary Education.

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

The School of Law is accredited both by the American Bar Association and the Association of American Law Schools.

In addition, the University is recognized by the University Senate of the United Methodist Church and is a member of the National Association of Schools of Public Affairs and Administration, the American Society for Public Administration, the American Assembly of Collegiate Schools of Business, the American Association of Colleges for Teacher Education, the Association of American Colleges, the North American Association of Summer Sessions, and the Western Association of Summer Session Administrators.

Academic Policies

The University reserves the right to change the fees, rules and calendar regulating admission and registration; to change regulations concerning instruction in and graduation from the University and its various divisions; to withdraw courses; and to change any other regulation affecting the student body. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students, but also to those who, at that time, are matriculated at the University.

Information in this Bulletin is not to be regarded as creating a binding contract between the student and the school.

The University also reserves the right to deny admission to any applicant; to dismiss when formal academic action is taken by the Academic Standards Committee; to discontinue the enrollment of any student when personal actions are detrimental to the University community; or to request withdrawal of a student whose continuance in the University would be detrimental to his or her health or to the health of others.

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 seven units earned toward a degree.
Sophomore A student with at least 7 but fewer than 15 units earned toward a degree.
Junior A student with at least 15 but fewer than 23 units earned toward a degree.
Senior A student with at least 23 units earned toward a degree.
Graduate A student with a baccalaureate degree, enrolled in undergraduate or graduate courses for the purpose of accumulating credit.

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

Non-Matriculant A student who does not intend to be a candidate for a degree, including those wishing merely to audit courses. 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.

Academic Load

Full-Time A student enrolled for 3 or more units of coursework is a full-time student.

Part-time A student enrolled for fewer than 3 units of coursework is a part-time student.

Overload The maximum course load for an undergraduate student is 4 units per semester, with the following exception: a full-time student may enroll in an additional activity credit course. Any other coursework above 4 units is an overload and must be approved by the student’s faculty advisor. Academic performance frequently suffers when an overload is taken.

Registration

Dates for registration for each session are listed in the University calendar. 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 in which he or she officially registers. Once registered, a student may change the class schedule only by reporting to the Office of the Registrar and executing an official Change of Registration (add/drop form). After the last published day to add or enter a course, courses may be dropped but none added.

Withdrawal from the University A student who finds it necessary to withdraw from the University should apply for formal withdrawal through the Office of the Registrar. If this procedure is not followed, failing grades may be assigned. Failure to complete the term does not cancel the student’s obligation to pay tuition and all other charges in full. For specific details regarding refunds and adjustments, refer to the Refunds and Adjustments section in this Bulletin.

Concurrent Enrollment A degree-seeking student may not be enrolled at the University of Puget Sound and another institution of higher learning during the same term.
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 submit it at the time of registration. To do independent study, a student must have junior or senior class standing and a cumulative grade-point average of at least 3.00. All independent study courses carry the numbers 495 or 496 for undergraduate and 695 or 696 for graduate degree candidates. No more than four independent study courses may count toward the bachelor's degree and no more than two toward the master's degree. No more than one independent study may be taken in a single term.

Explanation of Credit

Courses offered under the early semester calendar at the University are computed in units of credit. One unit is equivalent to 6 quarter hours or 4 semester hours.

System of Grading

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Grade Points Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<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>
</tr>
<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>

A further explanation of these grades 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 the day after the end of the regular add period. Regularly scheduled classes may be audited on a space available basis at one-half the regular tuition fee. Students may not audit study abroad courses or individual tutorial situations (music lessons, independent study, internship, student teaching, research, thesis, fieldwork, ENGL 401 or PE 400).
Full-time main campus students and alumni may audit without charge one class per term with a maximum of two classes during any calendar year, subject to space availability and the exclusions noted above.

Students registered on an audit basis may participate in class; however, the instructor will have the right to withdraw an auditor for non-attendance or when lack of participation detracts from the progress of the other students taking the course and, in the judgment of the instructor, the posting of audit on the transcript is not warranted.

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

Withdrawal Passing (W) is granted after the second through the fourth week of the fall and spring terms when a student completes official withdrawal procedures.

After the fourth week a grade of W may be granted by the instructor on the basis of unusual circumstances beyond the student's control and when the student's work has been of passing quality.

Withdrawal Failing (WF) is given when a student withdraws from a course after the fourth week of the fall and spring terms, (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.

Other withdrawal dates apply 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 baccalaureate degree. No course taken pass/fail may count toward fulfillment of core requirements. Any mandatory pass/fail course 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. Courses taken pass/fail are normally not accepted toward major/minor requirements. A student should check with the Department before exercising this option in a course intended as part of the major or minor. A student registered for a course pass/fail receives a grade of "P" if work is completed at the C-level or higher; otherwise, a grade of "F" is recorded. 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 as many times as desired. The course will apply toward a degree only once, however, and the highest passing grade received is the one that will be computed in the grade average.

Exceptions to this policy are independent study, cooperative education, physical education activity courses and varsity sports, C&TA 292, C&TA 379, Music performing groups, P&G 131, and other courses which the catalog states may be repeated for credit.

Students should note, however, that only one ENGL 101 course, only one course from the series REL 101 through 110, and one course from the series PHIL 101 through 110 may be applied toward the degree.
In Progress (IP) IP grades may be used for specific courses, e.g., independent research thesis or intern programs, which are approved by the Curriculum Committee to extend over two or more terms. Credit hours with IP grades are not counted in total hours until a permanent grade is assigned.

Incompletes (I) An incomplete grade indicates that, although the work accomplished in a course was of passing quality, some limited portion of the coursework 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 next regular term or quarter. It is the student's responsibility to arrange to complete the coursework and to request a recorded grade. If no new grade is submitted to the Office of the Registrar by the due date, the Incomplete grade becomes an “F” and is computed as such in the student's grade-point average. Instructors awarding incomplete grades are encouraged to use the “Incomplete Grade Notice to Registrar of Remaining Work” form available in the Office of the Registrar.

Grade Reports

Grade reports are mailed to students at the end of each academic term. Grade reports are sent to the student's permanent mailing address. To assure prompt delivery of grades, students should keep their permanent address record current in the Office of the Registrar.

Because of federal privacy laws, student's grades are not automatically mailed to parents. A student who wishes parents to receive grades may complete a “Request for Parent Grade Report” form in the Office of the Registrar, Jones 004. When this form is completed, parents will receive grade reports automatically until the request is revoked in writing by the student.

Grade reports are not released to students whose financial accounts are in arrears.

Academic Standing

The Academic Standards Committee will review the record of each student whose cumulative grade-point average is below 2.00 at the end of any term. A student whose average is below 2.00 will be put on academic probation for one term. If the average remains below 2.00 for a second term, the student will be dismissed from the University.

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

Student's Rights and Responsibilities

It is the responsibility of the student to become familiar with all academic and administrative regulations and procedures relating to his or her course of study at the University. Academic policies and regulations are printed in the Academic Handbook, 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 8-unit residence and 32-unit graduation requirements are not petitionable. Petition forms may be obtained in the Office of the Registrar, Jones 004.
Transfer Verification Form A University of Puget Sound student wishing to take a course at another institution for transfer to UPS may obtain a written verification that the course will transfer to UPS if the course is transferable under faculty policy. A “Transfer Verification Form” may be secured from the University Evaluator in the Office of the Registrar, Jones 005. When properly completed and signed by the University Evaluator, the form provides assurance that the course will transfer, and will fulfill a core requirement or a major requirement, when appropriate. (See regulations regarding concurrent enrollment.)

Educational Privacy Statement Annually, the University of Puget Sound informs students of the Family Educational Rights and Privacy Act of 1974. This Act was designed to protect the privacy of academic records, to establish the right of students to inspect and review their academic records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 330 C Street SW, Washington, DC 20201, concerning alleged failures by the institution to comply with the Act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. The policy is also printed in the Academic Handbook. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar, Jones 007.

Equal Opportunity Policy The University of Puget Sound 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 Section 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 Education. Information on services for disabled persons, including accessibility maps of the campus, can be obtained by contacting the Director of Business Services (206) 756-3203.

Public Notice Designating Directory Information

The University of Puget Sound hereby designates the following categories of student information as public or “Directory Information.” Such information may be disclosed by the institution at its discretion.

Category I Names, addresses, telephone numbers.
Category II Dates of attendance, class standing, previous institution(s) attended, major field of study, awards, honors (including Dean’s List), degree(s) conferred (including dates).
Category III Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the Registrar prior to September 15 at University of Puget Sound, 1500 N. Warner, Tacoma, WA 98416-0012. Forms requesting the withholding of “Directory Information” are available in the Office of the Registrar, Jones 004.
The University of Puget Sound assumes that failure on the part of any student specifically to request the withholding of categories of “Directory Information” indicates approval for disclosure.

Degree Requirements

General

In order to be recommended for the baccalaureate degree from the University of Puget Sound, a student must have:

1) Completed a minimum of 32 units. The 32 units may include up to 1.5 units of activity courses and up to 4 units of independent study;

2) Earned a minimum of 8 units, including the last 4, in residence at the University;

3) Maintained a minimum grade-point average (GPA) of 2.0 for all work taken at the University;

4) Maintained a minimum GPA of 2.0 for all graded and all UPS work in the major (and the minor, if you have one);

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

6) Met University core requirements;

7) Met requirements in an academic major;

8) Completed minor requirements, if you have a minor;

9) Completed all incomplete or in-progress grades;

10) Filed an application for graduation with the Office of the Registrar no later than the beginning of the term prior to that in which the student plans to graduate.

Each student is subject to degree requirements published in the Bulletin at the time of graduation or to requirements applicable at the time of matriculation, provided that no more than six years separate matriculation and graduation.

Special requirements for the Bachelor of Accounting Science and Bachelor of Education degrees are found under the academic sections of this Bulletin.

Master’s degree requirements are noted in the special publications of the School of Education and the School of Occupational and Physical Therapy.

Graduation with Honors University Honors (Cum Laude, Magna Cum Laude, Summa Cum Laude) are awarded to those baccalaureate degree candidates who have exhibited academic excellence and breadth of scholarship achievement. To qualify, a student must have at least 15 graded units in residence at the University of Puget Sound, no fewer than 28 total graded units, and a minimum cumulative grade-point average of 3.70.

Graduation with Honors in the Major Honors in the Major are awarded to those baccalaureate degree candidates who have been recommended by their department in recognition of outstanding achievement in the major.

The Dean’s List Full-time students whose term grades are among the top 10% and who have no incompletes or withdrawals for the term, are named to the Dean’s List. A “Dean’s List” notice will appear on the student’s permanent academic record (transcript).
University Core Requirements

In addition to equipping the student with those tools necessary for communication in a technological society, the core requirements have been established to enable that student to understand herself or himself as a thinking person capable of making ethical and aesthetic choices, to become conversant with the larger context of history, human society and the physical world, and aware of her or his place in that context.

To accomplish this, each candidate for the bachelor’s degree shall have completed the following core:

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

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

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

4. **Historical Perspective** (one unit) 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) A course to develop an understanding of human existence as perceived by major thinkers, to be taken during the first two years.

6. **Natural World** (two units) Courses to develop an understanding of the natural world and the impact of scientific technology upon humans, involving regular use of laboratory or field work, to be taken during the second or third years.

7. **Society** (two units) Courses to develop an understanding of social, economic, or political systems through the use of analytical tools, to be taken during the second or third years.

8. **Fine Arts** (one unit) A course to develop an understanding of artistic expression, to be taken during the second or third years.

9. **Comparative Values** (one unit) 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 University core requirements, preferably in the senior year.

**Major Requirements**

Students must declare their major area of study by the end of the sophomore year through the Office of Academic Advising.

A major consists of a minimum of eight units 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 both for those completed at UPS and elsewhere.
| Written Communication (one unit) | ENGL 101  
|                                 | HON 101 and 102 |
| Oral Communication (one unit)   | C&TA 200, 202, 203, 204  
|                                 | FL 165 |
| Quantification (one unit)       | CSCI 155, 161  
|                                 | CSOC 302  
|                                 | MATH 111, 121, 122, 220, 221, 232, 257, 268, 271  
|                                 | PHIL 172, 273  
|                                 | PSYC 251, 252 |
| Historical Perspective (one unit) | ASIA 144, 150  
|                                 | CLSC 211, 212, 222  
|                                 | CSOC 215  
|                                 | ENGL 221, 222  
|                                 | HIST 101, 102, 152, 153, 163, 211, 212, 230, 231, 245, 247, 256, 264, 271  
|                                 | HON 201  
|                                 | HUM 101  
|                                 | REL 104, 105, 106, 251, 271 |
| Humanistic Perspective (one unit) | CSOC 201, 212  
|                                 | ENGL 234, 235, 241, 242, 256  
|                                 | FL: GERM 280  
|                                 | HIST 255, 262  
|                                 | HON 202  
|                                 | HUM 100, 106  
|                                 | PHIL 104, 106, 215, 252  
|                                 | REL 101, 102 |
| Natural World (two units)       | BIOL 101, 102, 104, 107, 201, 202  
|                                 | CHEM 101, 120, 121, 125, 126  
|                                 | ESCI 105  
|                                 | GEOL 101, 102  
|                                 | HON 204  
|                                 | PHYS 103, 104, 111, 112, 121, 122  
|                                 | PSYC 251 |
| Society (two units)             | CSOC 102, 103, 204, 216  
|                                 | ECON 101, 110, 200, 341  
|                                 | HIST 370, 374  
|                                 | HON 203  
|                                 | P&G 101, 102, 210  
|                                 | PSYC 361  
|                                 | REL 361, 461  
|                                 | URBA 109 |
| Fine Arts (one unit)            | ART 221, 275, 276, 277, 278  
|                                 | C&TA 275  
|                                 | ENGL 202, 203, 220, 362, 363, 364, 451  
|                                 | FL 300  
|                                 | MUS 100, 220, 221, 230, 231 |
| Comparative Values (one unit)   | ASIA 370  
|                                 | CSOC 450  
|                                 | EDUC 418  
|                                 | ENGL 305, 314, 367, 424, 457  
|                                 | FL 395, FREN 450, GERM 450, SPAN 450  
|                                 | HIST 309, 333, 358, 368, 377  
|                                 | HON 400  
|                                 | HUM 305  
|                                 | P&G 341, 344  
|                                 | PHIL 336, 338, 383, 384, 386, 388, 443, 463  
|                                 | REL 301, 302, 303, 304, 311, 332, 467 |

Note: Revisions may alter this list.

Senior standing or consent of instructor required.
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 coursework within one year from the date of graduation. The major requirements current at the date of post-baccalaureate enrollment will apply.

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. A 2.0 minimum grade-point average in minor courses, is required both for those completed at UPS and elsewhere.

Second Baccalaureate Degree

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

Degrees Offered

Bachelor of Arts with a Major in

Art
Asian Studies
Biology
Business Administration
Chemistry
Communication and Theatre Arts
Comparative Sociology
Economics
Education
English
Foreign Language (French, German, Spanish)
History
Music
Philosophy
Physical Education
Physics
Politics and Government
Psychology
Public Administration
Religion
Urban Affairs
Degree Requirements

Bachelor of Science with a Major in

Biology
Chemistry
Computer Science/Business
Computer Science/Mathematics
Economics
Geology
Mathematics
Mathematics Education
Natural Science
Occupational Therapy
Physical Therapy
Physics
Psychology

Bachelor of Accounting Science
Bachelor of Education
Bachelor of Music

Minors Offered

Art
Asian Studies
Biology
Business Administration
Chemistry
Communication and Theatre Arts
Comparative Sociology
Computer Science
Economics
English
Foreign Language (French, German, Spanish)
Geology
History
Mathematics
Music
Philosophy
Physical Education
Physics
Politics and Government
Psychology
Public Administration
Religion
Women Studies

Note: Students interested in graduate degree programs in Education or Occupational Therapy should contact the Director of Graduate Study, University of Puget Sound, 1500 North Warner, Tacoma, WA 98416-0012. Law School materials are available from the Office of Admissions, Norton Clapp Law Center, 950 Broadway Plaza, Tacoma, WA 98402.
Academic Support Programs

Academic Advising

Director: Ronald V. Adkins

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

The Freshman Advising Program helps freshmen choose their advisors during the spring and summer prior to the beginning of the freshman year. Transfer students are assigned advisors 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 is particularly interested in meeting the unique needs of freshmen. Advisors help students make the transition from high school to college, and relate various academic studies to life and career goals.

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. Faculty members help to plan the incoming student's academic program on the basis of his or her background, ability, interest and goals. The intent is to help each student find the most worthwhile way to spend the freshman year.

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

Students meet with their advisors during fall orientation to plan their fall schedules, including the advising section. Students may work with their advisors through the sophomore year or until declaring a major. The major must be declared by the end of the sophomore year.

Freshman advising facilitates the advising/counseling relationship between students and their faculty advisors. 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, a laboratory section of a larger science lecture class, or a discussion/advising meeting separate from a lecture class. Some freshmen will be meeting regularly with Faculty Mentors in an advising group—the only difference between these mentors and other freshman advisors is that students in the group won't be taking a class from them.

Upperclass Advising Program The upperclass advising program begins where the Freshman Advising Program leaves off. Upperclass students who have chosen an academic major should obtain an advisor in the major department. Students wishing to discuss a change of advisor are encouraged to do so with the Academic Advising Office staff. During registration the only acceptable advisor's signature will be that of the student's advisor of record.
Pre-Law Advising Committee

Keith Maxwell, Chair
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.

Generally, however, it is recommended that courses be taken that will help develop the set of skills considered to be essential for success in law school and the eventual practice of law. The Association of American Law Schools identifies these skills as 1) comprehension and expression of words, 2) critical understanding of the human institutions and values with which the law deals, and 3) creative power in thinking.

These abilities are not associated with any one subject matter area or major but rather are the result of appropriate course selection and quality undergraduate instruction. The Pre-Law Committee of Advisors has been established to provide assistance in planning an educational program for those considering law school.

Health Sciences Advising Committee

Ernest Karlstrom, Chair
This Committee provides special career counseling, committee interviews, letters of application, and assistance in the application process for those students who aspire to careers in the fields of medicine, veterinary medicine, dentistry, medical technology, optometry, podiatry, pharmacy, and related fields. Various majors can be elected by students as long as they meet the minimum requirements in the sciences and mathematics required by the professional schools. In addition, national standardized admission exams are required of applicants to most of the professional programs.

Students are encouraged to make early contact with the Chairman of Health Sciences in Thompson Hall 252 or with Laura O'Brady, Program Assistant for Health Sciences, in Thompson Hall 134. A resource center with catalogs and other information also is available in Thompson Hall.

Graduate School

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

Career Development

Director: Franklyn L. Hruza
It is the University's philosophy that career development should begin as early as possible, preferably in the freshman year. Also, that it is the task of the program to provide preparation for a wide range of career options that may become available throughout a student's lifetime rather than for the first job which a student may get upon graduation.
Specifically, the Career Development Center assists students in the formulation of career plans. The staff provides methods by which students may learn to clarify their values, identify their skills (adaptive, functional, and specific knowledges) and assess their interests as they relate to career potential. Also available are workshops on job search techniques, resume writing, interviewing and graduate school selection; an extensive job search reference library; on-campus job interviews; and listings of available employment opportunities. Students wishing to develop and maintain a placement file may do so. Individual help at any stage in a student’s career plan is always available at the Career Development Center including after graduation as an alumnus.

**Academic Internship Program**

Director: Franklyn L. Hruza  
The University of Puget Sound believes that its students, as part of their regular academic preparation, should be able to experience first-hand the functional operation of a public or private organization related to their academic major. The philosophy of the Academic Internship Program is shared by over 250 agencies and offices throughout the Puget Sound region which provide internship opportunities each year.

The program is responsible for coordinating the placement of students from the various departments on campus. To obtain one unit of academic credit, it is required that the student accumulate a minimum of 120 on-the-job placement hours during a semester (usually 10-12 hours per week). Coupled with the work experience at an internship site, enrollment in a weekly seminar is required, allowing the student an opportunity to share work experiences with other interns and to gain an understanding of the work experience in an analytical way.

Program participation is open to seniors, although juniors in certain cases may petition for admittance to the program. Before any application is accepted, the student must first be recommended by an advisor and have developed specific learning objectives. Students in any academic major are eligible for program participation.

**Cooperative Education Program**

Director: Franklyn L. 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, alternating semesters of on-campus study with academically-related work experience in the community. Because of this alternating schedule, Co-op usually requires an additional semester of classes beyond the traditional four years of school. The program is tailored for sophomores and juniors who seek paid work experience and a head start on their career objectives while still in school.

Co-op is an educational option designed to give students an opportunity to utilize their major coursework in an applied job situation. The one-half unit of academic credit given for each placement is based on the student’s successful on-the-job application of what has been learned in the classroom and on the written analysis of work experience.
Students receive pay commensurate with their background and the particular Co-op assignment. Compensation currently ranges from $900-$1300 per month in full-time working situations. The program enjoys enthusiastic support from employers in both public and private sectors of the Puget Sound Region and in a number of other locations throughout the United States.

**Collins Memorial Library**

**Director: Desmond Taylor**

Collins Memorial Library offers various research opportunities including reading materials and study accommodations. The library is temperature- and humidity-controlled for maximum study benefits and preservation of the collection.

A variety of study facilities is available to the student, from large study tables suitable for four or more students, and group study rooms, to fifty private carrel rooms with one or two study positions in each.

Collins Memorial Library houses a collection of more than 290,000 volumes, with a growth rate of about 7,700 volumes a year. The library also has a sizable collection of microform materials as well as 16mm films, filmstrips, cassette tapes, LP records and videotapes. In 1934 the library was officially designated as a U.S. Federal Depository Library and currently the government documents collection numbers more than 86,000 items. The library is also a Washington State Depository Library. In addition, the library's collections include the Shelmidine Rare Book and Manuscript Collection; the Archives of the Pacific Northwest Conference, United Methodist Church; and the University Archives.

**James R. Slater Museum of Natural History**

**Director: Terrence R. Mace**

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 other museums throughout the world through a program of loans. The museum is recognized by and registered with the Association of Systematics Collections.

**Kittredge Art Gallery**

**Director: Bill Colby**

Kittredge Gallery, which is operated through the Department of Art, 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 1880s to the 1930s.
Aerospace Studies

Professor: Gary Pavlu, Chair
Assistant Professor: Robert Allen; Thomas Lorimer; Carol Proper

About the Program
The curriculum offered by this program consists of instruction in four areas: General Military Courses and Professional Officer Courses conducted on the UPS campus, Field Training Courses conducted at selected Air Force Bases, and the Flight Instruction Program for qualified pilot candidates.

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 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, respectively. Satisfactory completion of this course is a prerequisite for entry into the Professional Officers Course.

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

Selection for 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.

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

Scholarship recipients receive financial assistance, including full tuition, book reimbursement, laboratory fees, and $100 per month subsistence. All Professional Officers Course students receive $100 per month subsistence.

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.

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
110/115 The United States Air Force Today .5 unit each The mission, organization, and weaponry of Air Force units is studied. Also covered are strategic offensive, strategic defensive, general purpose, and Aerospace support forces. Other topics include training in drill, military customs and courtesies, and Air Force orientation. AS 110 is taught fall; 115, spring.

210/215 The Developmental Growth of Airpower .5 unit each Development of airpower from the beginnings of flight into post-Vietnam era. A variety of events and elements in history of airpower are stressed, especially where these provide significant examples of the impact of airpower on strategic thought. AS 210 is taught fall; 215, spring.

Professional Officer Courses
310/315 Concepts of Air Force Management Theory, application of leadership concepts to Air Force situations, military justice system, quantitative approaches to decision making.
Aerospace Studies

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  American approach to national security; key figures and processes in decision-making; national strategy issues and warfare; International security issues; security for the 1980s. Also included are leadership/staff training and preparation for active duty. AS 410 is taught fall; 415, spring.

421 Flight Instruction Program  Flight instruction in light, single-engine aircraft requires 1 hour solo and 11 hours dual instruction plus a final check-ride. Approval of instructor is required. Additionally, this course is limited to AFROTC students who are Air Force Pilot candidates.

Art

Professor: Bill D. Colby; Ronald M. Fields, Chair; Monte B. Morrison; Robert E. Vogel

Associate Professor: John McCuistion; Kenneth D. Stevens

Assistant Professor: Barbara Forbes

About the Department
The Art Department offers courses leading to a Bachelor of Arts degree in various studio areas and in the history of art.

The Art Department occupies four small buildings with Kittredge Hall and its galleries as the nucleus. Approximately eleven exhibitions are held each academic year in the Main and Fireplace Galleries. The Hill Gallery is dedicated to the works of the Northwest Frontier artist Abby Williams Hill.

Our studio areas are well equipped for an institution of our size, and our course offerings include Ceramics, Design, Drawing, Painting, Printmaking, and Sculpture. In addition to instruction from the regular staff, a number of visiting artists are brought to the campus each year to lecture and work with students.

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

Courses in art history cover the surveys of Western, Oriental and modern art history, with upper division studies in Ancient, Medieval, Renaissance and Baroque, and American art history.

Requirements for the Major

BA Degree/Art Studio Emphasis
Completion of ART 101, 102, 109, 147, 150, 265, 275, 276, 277 and 281; Elective units are available in art and art-related fields which provide concentration, depth, and choices for the art major in painting, ceramics, drawing, printmaking, and other fields. Advisors: Professors Colby, McCuistion, Morrison, Stevens, and Vogel.

BA Degree/Art History Emphasis
1) Completion of ART 101, 102, 275, 276, 277 and four of the following: 278, 321, 322, 323 and 325;
2) Completion of two units in Modern Languages.
Art 275, 276 may be waived by petition and permission of advisor(s). Advisors: Professors Fields, Forbes.

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

Art Studio Emphasis
Completion of a minimum of six units to include 1) 101, 102, 277; 2) three art electives. A specialized six-unit Art minor may also be determined in consultation with the Art Department Chairman.

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

Course Offerings

101 Studio Experiences: 2-D Introductory visual projects designed to emphasize the materials and processes for two-dimensional visual experiences. 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, investigation into use of various media pertaining to discipline of drawing.

147 Introduction to Ceramics A study of the fundamentals of forming objects on and off the wheel, glaze application and firing techniques in both high and low temperatures. Lectures and discussions are a combination of demonstration and critique, with slide presentation of an overview of significant historical ceramics and their cultural significance from ancient times to the present.

150 Painting The study of painting in acrylics and oil through direct studio experience in color use, composition and analysis of selected subjects. Concentration will be on the techniques and materials of painting as a means of defining painted form. There will be regular individual and group reviews to assist and evaluate progress. Prerequisite: ART 101 for art majors and minors; open to students not majoring in art with permission of the instructor.

209 Figure Drawing This course is an analytical study of the human form using a variety of drawing media and working exclusively from a model.

221 Chinese and Japanese Art and Architecture This course is a survey of major developments in traditional Japanese and Chinese arts from the earliest times until the 19th century. Satisfies the Fine Arts core requirement. Taught as part of the Pacific Rim program.

247 Intermediate Ceramics A study of advanced methods of forming and decorating ceramics with attention to design, scale and use of appropriate surface treatment. The nature of the clay body is studied, its physical characteristics and behavior in firing, as well as the nature and function of kilns. Emphasis is placed on the development of a personal style. Prerequisite: ART 147 or equivalent with the instructor’s permission.

250 Acrylic Painting An investigation of mixed acrylic materials, techniques and processes, testing imagined and objective structured intermixing of the raw materials. Students will pursue concepts of form and content which derive from recognizable visual metaphor and visual analog. Traditional, representational forms will be encouraged as well as abstract forms. Prerequisite: Art 150 for art majors; open to all others with permission of instructor. May be repeated once for credit with instructor’s permission.

260 Realist Painting The study and practice of the method and technique of selected realist painters (pre-modern as well as contemporary) as a means of honing technique and developing individual realist interpretations of the style. In keeping with the realist tradition, oil
Art

will be used and the learning method will be based on direct observation of portrait, landscape, figure, room interior and still life. Prerequisite: ART 150 for art majors; open to all others with permission of instructor. May be repeated once for credit with instructor’s permission.

265 Sculpture  Exploring the broad and diverse range of expressive forms available in contemporary sculpture concepts and materials. Prerequisites: ART 101, 102 for art majors.

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. Satisfies the Fine Arts core requirement.

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

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. Satisfies the Fine Arts core requirement.

278 Survey of Oriental Art  Perspectives on the sculpture and painting of India; ceramics and paintings of China; painting, prints and ceramics of Japan. Slide lectures on interaction of historical and religious influences through the Fine Arts. Satisfies the Fine Arts core requirement.

281 Printmaking  Processes, techniques of etching, wood-cuts, serigraphy, stone lithography, collagraph, embossing. Materials fee. Prerequisites: ART 101, 102 for art majors.

309 Drawing Workshop  A study of master-drawing history, techniques and materials, and their application to the development of an individual drawing idiom. Students will derive compositional ideas from an analysis and practice of master examples (selections from the 18th through contemporary masters) and fabricate drawing materials using guild-workshop formulas and modern materials. Prerequisite: ART 109 for art majors; open to all others with permission of instructor. May be repeated once for credit with instructor permission.

321 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.

322 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.

323 Renaissance and Baroque  A survey of Renaissance and Baroque painting, sculpture and architecture, beginning with the origins of Renaissance art in 14th century Tuscany. Major focus will be placed on Renaissance art as it evolved in Florence and Rome. The development of the Baroque style will be traced from the late art of Michelangelo and the Mannerists through the art of the 17th and 18th centuries in Italy, Flanders, Holland and France.

325 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.

329 London Through Artists’ Eyes: 18th Century to Present  An examination of the changing face of London seen through eyes of artists, including the study of changing styles, will be the emphasis of this course which takes place on site. Students will study the aspect of city life which interested each artist and consider how this interest was translated in terms of
paint, color and composition. Visits to Sir John Soane's house, the National Gallery, the Victoria and Albert Museum, the Courtauld Institute and the Tate Gallery will complement the lectures. Walks to see specific sites painted by artists will be undertaken, where possible. Taught as part of the ILACA London Program.

330  Constable to Sickert: The Victorian Era in Painting  Central to this course will be the study of Victorian painters from the early painters of fantasy such as Richard Dadd to the Pre-Raphaelites. To place Victorian painting in context, however, the course will start before the Victorian era proper with the study of Turner and Constable and will continue beyond the bounds of Victorianism to investigate the work of Sickert. Turner and Constable represent the culmination of 18th century tradition of landscape painting while Sickert combines Victorian features with a 20th century interest in paint surface, texture, the play of light and formal relationship. Weekly visits to the National Gallery, Tate Gallery and Victoria and Albert Museum will complement lectures. Taught as part of the ILACA London Program.

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 British art galleries. Taught as part of the ILACA London Program.

332  Spanish Art History  A survey of Spanish art from the Visigothic Era through Picasso. Taught as part of the ILACA Salamanca, Spain Program.

347  Ceramics: Glaze Technology  Emphasis is placed on glaze technology including formulating and testing standard glazes, ash glazes and slip glazes. Students will examine advanced decorating techniques using underglaze, glaze, slip and overglaze in conjunction with a variety of clay bodies. In addition there is individual instruction in advanced throwing techniques. Prerequisite: ART 247 or equivalent with instructor's permission. May be repeated once for credit with instructor's permission.

348  Ceramics: Handbuilding  This course will introduce the student to historical and contemporary approaches to handbuilding with clay. Study will be divided between studio approaches to clay fabrication and independent thinking with regard to contemporary issues in ceramics. Prerequisite: ART 247 or equivalent with instructor's permission. May be repeated once for credit with instructor's permission.

355  Watercolor  General properties of aqueous painting vehicles; transparent and opaque watercolors, their similarities and differences. Prerequisites: ART 101, 102 for art majors.

373  Art Experience for the Educator .5 unit  To expand and develop the ability to see through experiencing different creative processes; to translate this vision into meaningful graphic visual terms; and to investigate the possibilities for application of this new insight to teaching.

382  Experimental Printmaking  Studio projects exploring the image content. Use of one print process such as photo silk screen, photo etching or metal lithography. Materials fee. Prerequisites: ART 101, 102 for art majors. May be repeated once for credit with instructor's permission.

415  Gallery Design  Advanced compositional approach to exhibitions in art galleries; organization of gallery management and program design; field trips to Northwest museums, college and private galleries.

493  Seminar/Directed Study  Seminar for advanced directed study in art. Open only to junior and senior art majors or minors. Students wishing to register for Art 493 are required to complete a departmental application in consultation with a faculty sponsor. All applications must be presented to and approved by the art faculty before registration. May be repeated once for credit with instructor's permission.
About the Program
An ordered study of art, literature, and religion in conjunction with each other provides a key to understanding each of the disciplines, and each enriches the comprehension of the others.

For instance, in the search for meaning, for creative influences, and for unifying themes in texts and graphic arts, a thorough grounding in the disciplined study of religion may serve a useful function. Further, tools developed in the arts (form, textual criticism, structural and thematic analysis) may inform the students of religion, of classical and contemporary sacred texts, of commentary, or architectural and sculptural works, and 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, Art and Architecture of Ancient Greece and Rome
ART 332, Medieval Art

ENGLISH
English 352, Shakespeare
English 367, Literary Theme
English 421, Colonial American Literature
English 423, American Literature: The Civil War to WWI
English 448, Medieval Literature
English 456, Age of Wit
English 470, Modern British Literature

FOREIGN LANGUAGES
French 390, International Avant-Garde Theatre
French/German/Spanish 450, Medieval Literature
German 480, Seminar in German Literature
Spanish 430, Golden Age of Spanish Literature

RELIGION
Religion 251, The History and Literature of Ancient Israel
Religion 252, The History and Literature of the New Testament
Religion 261, Christian Thought: Antiquity and Middle Ages
Religion 262, Christian Thought: Modern
Religion 271, Jewish Existence: History, Institutions and Literature
Religion 451, Language of Faith

Asian Studies Program

Director: Suzanne Barnett, History
Asian Studies/Pacific Rim Field Co-Directors: Christopher Connery; Mary Scott

Committee: Robert Albertson, Religion; Suzanne Barnett, History; Bill Colby, Art; Maria Hsia Chang, Politics and Government; Ernest Combs, Economics; Richard Hodges, Education; John Knutsen, Business and Public Administration; Del Langbauer, Religion; Richard Newell, Asian Studies (Spring, 1985); Margaret Nowak, Comparative Sociology; Judith Tyson, Foreign Languages; Denis Umstot, Business and Public Administration.
Asian Studies Program

About the Program
The Asian Studies Program is an interdepartmental curriculum in Asian affairs. Students who take courses on Asia can add a multicultural dimension to their programs of study, and it is possible to meet several core requirements with courses in Asian Studies. The Asian Studies curriculum allows work on Asia from a variety of disciplinary perspectives and the cultivation of useful analytical tools.

The Asian Studies Program offers a major and a minor. For most students, however, the Asian Studies curriculum complements work in another major field. The emphasis on tradition, change, and contemporary problems in East, South, and Southeast Asia makes Asian Studies courses especially timely. Focus countries of study are China, India, and Japan.

Some students will participate in Asia study-travel programs, including the University’s nine-month Pacific Rim/Asia program. All students in the Program, with or without Asia travel experience, learn to appreciate Asian societies as vital parts of our shared present and future world.

The Pacific Rim/Asia Study-Travel Program, scheduled every three years (1984-85, 1987-88), is a full academic year of courses taught in different locations in Asia. Approximately 30 students participate in the program through a process of formal application; selection is by the University’s Study Abroad Committee. Participants must prepare well in advance of the scheduled study-travel year by passing specified prerequisite courses in Asian Studies and a non-credit course of readings assigned by the Pacific Rim Program director.

Students may begin work in Asian Studies with an introductory course at the 100 or 200 level, or with an advanced or more specialized course. All students wishing to pursue the major or minor must coordinate programs with the Director of Asian Studies and should arrange to have advisors in the Program.

Requirements for the Major
A Major in Asian Studies consists of 12 units:
1) One unit Asian Studies 144 or 150;
2) Eight units: 6 units from Track I plus 2 units from Track II; or 6 units from Track II plus 2 units from Track I; or Track III—minimum 4 units (at least one 300/400) from Track I and/or Track II plus nine-month Pacific Rim/Asia Study-Travel Program;
3) Two units of Japanese or other appropriate Asian language. Any variation must be in writing and approved by the Asian Studies Committee;
4) One unit Asian Studies Project: Independent Study 495 or 496 or research seminar course in Art, Business and Public Administration, Comparative Sociology, Economics, Foreign Languages, History, Politics and Government, or Religion. Normally the Asian Studies Project will be a senior project and will involve a substantial written product showing command of a wide range of source materials. A public presentation of the project is encouraged.

A 2.0 GPA is required for the major, and to count toward the major a course must be C- or above (no Pass/Fail). At least 6 of the 12 units must be at the 300/400 level. Every student must coordinate his/her program with the Director of Asian Studies.

There is allowance for variation, as arranged with the Asian Studies Committee.

Requirements for the Minor
A Minor in Asian Studies consists of 6 units:
1) One unit Asian Studies 144 or 150;
2) Five units: minimum 3 units from Track I plus minimum 1 unit from Track II; or minimum 3 units from Track II plus minimum 1 unit from Track I; or 1 unit (300/400) or more from Track I or Track II plus nine-month Pacific Rim/Asia Study-Travel Program.

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

There is allowance for variation, as arranged with the Asian Studies Committee. Additionally, a student may count a maximum of 1 unit of Japanese or other appropriate Asian language toward the minor.
1. Threshold Courses: 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 sociopolitical organization, economic change, and the tenacity of tradition. Satisfies the Historical Perspective core requirement.

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

**370 Philosophy of Culture**  An examination of the ideologies and methodologies of the study of culture, and an exploration of the cultural heritages of specific Asian societies. A major project will include bibliographic and field research. Offered as part of the Pacific Rim Program. Satisfies the Comparative Values core requirement.

2. **Track I: Humanities**

**Art 278, Survey of Oriental Art**  
**History 245, Chinese Civilization**  
**History 247, The Forging of the Japanese Tradition**  
**History 343, Change and Continuity in Contemporary South Asia**  
**History 346, China Since 1800**  
**History 347, New China: The Rise of the People’s Republic**  
**History 348, Japan’s Modern Century**  
**Humanities 106, Classics of East Asia**  
**Religion 232, Popular and Philosophical Taoism**  
**Religion 233, Shinto and the Buddhist Tradition in Japan**  
**Religion 331, Hinduism**  
**Religion 332, Buddhist Tradition in India and China**

3. **Track II: Social Science**

**Business and Public Administration 471, Business in Japan and Other Developed Countries of the Pacific Basin**  
**Business and Public Administration 472, Business in China and Other Developing Countries of the Pacific Basin**  
**Business and Public Administration 473, Asian Business: A Comparative Study**  
**Comparative Sociology 201, Comparative Socialization**  
**Comparative Sociology 203, Religion in Society**  
**Comparative Sociology 216, Social and Cultural Change**  
**Economics 381, Economic Growth and Development**  
**Politics and Government 223, Asian Political Systems**  
**Politics and Government 324, Third World Politics**  
**Politics and Government 327, Authoritarian Regimes and Movements**  
**Politics and Government 333, U.S.-China Relations**

4. **Track III: 9-month Pacific Rim/Asia Study-Travel Program**

4 units (at least 1 at the 300/400 level) from Track I and/or Track II; remaining units Study-Travel curriculum:  
**Art 221, Chinese and Japanese Art and Architecture**  
**Asian Studies 370, Philosophy of Culture**  
**Biology 107, Himalayan Flora and Fauna**  
**Comparative Sociology 258, Population Problems and Processes: The Case of Thailand**
Asian Studies Program

Economics 200, Introduction to Economics: Problems of Development
English 342, Literature of Place, Journey, and Pilgrimage in China and Japan
Politics and Government 345, Third World Politics: Korea
Religion 333, Theravada Buddhism

3. Language Courses
Japanese 101/102, Elementary Japanese
Japanese 201/202, Intermediate Japanese
Japanese 260, Advanced Japanese

4. Asian Studies Project
Independent Study 495 or 496 or research seminar (example: History 391/East Asia) in a department participating in the Asian Studies Program.

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

Biology

Professor: Edward Herbert; Ernest Karlstrom
Associate Professor: Michael Gardiner; Beverly Pierson, Chair
Assistant Professor: Darwin Jorgensen; Terrence R. Mace
Instructor: Karen Jost; Scott Sheffield (on leave, 1984-85)

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 can be used as preparation for graduate school or professional careers in the health sciences and secondary teaching.

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

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 CSCI 161;
4) Four units of chemistry: 120, 121 or 125, 126 and 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 CSCI 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 coursework and two units of any
advanced coursework, is required for a minor in biology.

Please Note
1. Degree Requirements as specified above must be completed with a grade-point average of
2.0 or better;
2. The following courses do not satisfy major or minor requirements: BIOL 102, 104, 265, or 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 to complete 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 Independent Study (496, 498), and Senior Thesis (492). These units may
count as two of the advanced electives required for the major. Students must consult with a
faculty research advisor and submit a research proposal to the department for approval;
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 courses required for the major or minor, with the exception of BIOL 495, 496, 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;
6. 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 orga-
nisms 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 genetic mechanisms on the human species and its population. Topics
include human inheritance, probability, sex determination, genetic recombination, and muta-
tions. A laboratory experience is part of the course. Meets a Natural World core requirement.

107 Himalayan Flora and Fauna  This course is a directed field study of Himalayan Flora
and fauna along the Trisuli River and the Ganesh Himal and Lantang ranges. Offered only in
the Pacific Rim Program, 1984-85. Meets a Natural World core requirement.

201 Organismic Biology  For science majors. Basic principles from cells to organ sys-
tems of plants and animals with emphasis on the organism and life processes. Meets a Natural
World core requirement.

202 Ecology and Evolution  For science majors. A lecture and laboratory course stressing
the evolutionary patterns of plants and animals, population dynamics, and analysis of eco-
systems. Meets a Natural World core requirement.
203 Cell Biology  For science majors. A lecture-laboratory course describing the structure and metabolism of cells and their activities. Prerequisites: BIOL 201; CHEM 120, 121 or 125, 126; CHEM 250 recommended.

204 General Genetics  Basic concepts of Mendelian, molecular, and population genetics will be studied. Topics include control regulation processes, biochemical genetics, Mendelian and non-Mendelian inheritance, and current research on the molecular biology of the gene. Prerequisites: BIOL 201; CHEM 120, 121 or 125, 126; CHEM 250 recommended.

221/222 Human Anatomy and Physiology  An integrated approach to the basic organ systems, structure of the human body in relation to its normal functions. Prerequisites: BIOL 101 or equivalent; Introductory Chemistry is recommended.

332 Plant Physiology  Growth and metabolism of the higher plants at the molecular, cellular and organismic levels. Laboratory covers a variety of experimental approaches to the study of plant physiology. Prerequisites: BIOL 201, 203, CHEM 250.

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

350 Microbiology  The biology of the major groups of prokaryotes and viruses. Laboratory to cover basic microbiological techniques and experimental design. Prerequisites: CHEM 250 and BIOL 203.

353 Mammalogy  Studies include systematics, morphology, life histories, and ecology of mammalian groups worldwide but with emphasis on the Northwest fauna utilizing the museum and field. Prerequisites: BIOL 201, 202.; 378 recommended.

354 Ornithology  Morphology, physiology, life cycles, behavior and other aspects of the biology of avian groups with emphasis on the birds of the northwest. Prerequisites: BIOL 201, 202; 378 recommended.

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

360 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: BIOL 102, 201 or 202.

366 Comparative Physiology  A study of function at the systems and cellular levels in a variety of animal forms with emphasis on physiological adaptation to different habitats. Laboratory will involve application of various experimental techniques with some computer applications. Prerequisites: BIOL 201, 202, 203.

375 Developmental Biology  Contemporary theories on differentiation and descriptive patterns of development with emphasis on animals. The laboratory deals with a variety of invertebrates and vertebrates including some experiments with living materials. Prerequisites: BIOL 201, 202, 203, 204.

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

404 Molecular Biology  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. Prerequisites: BIOL 203, 204; CHEM 250, 251.

450 Microbial Physiology and Ecology  Interactions of microbes and their environment. Independent and group-oriented laboratory, field and library projects. Prerequisite: BIOL 350.
452 Cytology and Histology  Basic study of the cellular ultrastructure and organization using light and electron microscopy. Laboratory program is emphasized. Techniques of specimen preparation and interpretation of results. Prerequisite: Consent of the instructor.

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

456 Marine Ecology  A study of interspecific, intraspecific and community relationships demonstrated by marine organisms; laboratory emphasis on field work in Puget Sound and data analysis using the computer. Prerequisites: BIOL 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: BIOL 201, 202.

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

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

493/494 Seminar  .5 unit

495/496 Independent Study  credit, variable  Research may be undertaken under the supervision of a faculty member on a topic agreed upon and described in a proposal to the department. Details and application forms can be obtained from faculty research advisor.

498 Internship  The course provides an opportunity to participate in an off-campus program, i.e. Health Science Preceptorships, NORCUS, NASA-Ames, and Industrial Internships. Pass/Fail grading.

Business and Public Administration

Professor: John P. Dickson, George Frederick Jewett Distinguished Professor in Business; H. Thomas Johnson, Director; John A. Knutsen; Keith A. Maxwell; Roy J. Polley; Robert H. Terpstra; Denis D. Umstot; Robert D. Waldo

Associate Professor: William H. Baarsma; George W. Brooker, Jr.; Dorothy Koehl; Donald W. Ramey

Assistant Professor: Garth A. Blanchard; David H. Kent

About the School
The purpose of the Business and Public Administration program is to provide a quality education for students who will assume responsible roles as managers, leaders, and citizens in a free society. Courses in the program help students to develop analytical, communication and human resource skills as well as the ability and discipline to continue learning once their formal training is completed.

To this end, the School of Business and Public Administration offers the following programs: Bachelor of Arts in Business Administration; Minor in Business Administration; Bachelor of Accounting Science; Bachelor of Arts in Public Administration; Minor in Public Administration; and the Business Leadership Program.

The curriculum maintains a balance between the general knowledge necessary for lifetime growth and the specialized knowledge required in specific areas. Business and Public Administration students take many of their courses outside the School. Offerings in economics, math-
Business and Public Administration

ematics, and social sciences are particularly appropriate; but a background in the humanities, particularly English and foreign languages, further strengthen a student's preparation.

The Cooperative Education Program and the Internship Program (both administered in the Career Development Center) supplement the curriculum by enabling students to apply concepts and theories to actual working situations. An international experience is available through the Nijenrode Exchange Program in Breukelen, The Netherlands. In this program, students spend two quarters taking academic coursework and the third quarter in a work experience in Europe.

In addition to reviewing the requirements for the degrees and minors, students should consult SPECIAL CONSIDERATIONS AND REQUIREMENTS, which follow.

**Bachelor of Arts in Business Administration**

1) Required Preparatory courses:
   - ECON 101, 110
   - CSCI 155 or 161
   - MATH 258, 271
   - BPA 213, 225

2) Business Core courses:
   - BPA 330, 340, 350, and 454 or 456

3) Two advanced Business electives at the 300 level or above

4) One Quantitative elective:
   - BPA 314, 360, 402, 469
   - CSCI 255
   - C&TA 345
   - ECON 315, 401

5) Two non-Business electives from the following approved list:
   - CSOC 365
   - C&TA 340, 360, 442, 460
   - ECON 331, 341, 351, 361, 371, 381, 402, 403
   - HIST 306, 324, 332, 346, 348, 356, 357
   - P&G 314, 316
   - PHIL 338, 383, 384
   - PSYC 381
   - URBA 307

*Note:* No more than four additional BPA electives may be counted toward graduation.

All students are required to have a minimum of six 300-level or above business courses for graduation.

**Business Administration Minor**

1) ECON 101
2) MATH 258, 271
3) Completion of a minimum of 5 units to include BPA 213, 225, 330, 340, 350

**Bachelor of Accounting Science**

1) A Bachelor’s degree must have been earned previously
2) Preparatory courses: ECON 101, CSCI 155 or 161, MATH 258 and MATH 271
3) Accounting Core: BPA 213, 214, 225, 313, 314, 326 or 418, and 419
4) Two units accounting or other approved electives from BPA 310, 326, 413, 414, 418 or 426

**Bachelor of Arts in Public Administration**

1) Public Administration core course:
   - BPA 350, 380, 381
   - CSCI 155 or 161
   - ECON 101, 110
   - MATH 271
   - P&G 101, 210, 314
2) Three electives from one of the following areas:
   Local/State/Urban: P&G 316, URBA 107, 109, CSOC 351
   National: P&G 310, 312, 313
   Management: BPA 352, 358, 451, 469
   Finance/Accounting: BPA 213, 313, 330, 418, 419
   Social Problems: CSOC 102, 204, 206, 214, 215, 351, 365
   International: P&G 231, 328, 330, 332, 334 335
3) One unit: Seminar (P&G 410, 411, 420,430) or Internship

**Public Administration Minor**
1) ECON 110
2) P&G 314 and
3) BPA 350, 380, and 381

Course descriptions follow the Business Leadership Program.

**Business Leadership Program**


The Business Leadership Program is a four-year program for students selected on the basis of intellectual abilities, motivation and potential for leadership in business.

The academic objectives of the program are to
1. Develop skills in written and oral communication;
2. Develop the ability to think logically and analytically;
3. Instill the "vocabulary" of business.

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

**Requirements**
Business Leadership students must complete the following requirements for the major:
1) Government and History (3 units)
   P&G 101, HIST 306 or 332, HIST 356 or HUM 305
2) Foreign Language (2 units)
3) Quantification (2 units)
   CSCI 161, MATH 271
4) Economics (2 units)
   ECON 110, 301
5) Business and Public Administration (6 units)
   BPA 213, 225, 330, 370, 371, 454
6) REL 407
7) Business Leadership Seminar, BPA 201, to be taken during the freshman and sophomore years
8) Summer Internship

**Special Considerations and Requirements**
1) Recommended Course Sequence in Business Administration
   Freshman year: CSCI 155 or 161, ECON 101, 110;
   Sophomore year: MATH 258, 271, BPA 213, 225;
   Junior year: BPA 330, 340, 350, and quantitative elective; Senior year: BPA 454 or 456 and broadening courses.
2) Students who plan to major in Computer Science/Business or minor in Computer Science should take CSCI 161 rather than CSCI 155.
3) PSYC 251 may be substituted for MATH 271.
4) Students must have a grade of C- or higher in all courses required for the major or minor. A cumulative GPA of 2.0 is required in the major or minor.
5) The lists of non-business and quantification electives are reviewed and revised annually. The above lists are valid only for courses taken during 1984-85.

Course Offerings

201 Business Leadership Seminar .25 activity unit The course serves as an advising section as well as an orientation to the Business Leadership Program for students enrolled in that program during the freshman and sophomore years. Some career assessment activities as well as readings in the literature of business leadership will be required. Prerequisite: Admission to the Business Leadership Program. May be repeated for credit.

213 Principles of Accounting Introduction to the underlying principles and concepts of accounting. Includes the accounting cycle, the primary financial statements and their interpretation together with the applications of generally accepted accounting principles to assets, liabilities and forms of business organizations.

214 Financial Evaluation and Control An introduction to internal uses of financial information to make decisions and achieve control in managed organizations. Prerequisite: BPA 213.

225 Law, Business and Society A study of the basic legal concepts and processes as they affect business and its relationship with society. Emphasis is given to how the law either supports or departs from the goals of the capitalistic free market economic system. Topics include rights in property, contracts, agency, and business organizations. Prerequisite: ECON 101.

310 Accounting Information Systems A study of the general concepts of accounting information systems including the data requirements of modern organizations. Emphasis on data processing in both manual and automated environments, systems design and applications and internal control considerations. Prerequisites: BPA 213 and CSCI 155 or 161.


314 Intermediate Managerial Accounting Managerial uses of budgeting, cost accounting and other financial techniques to control operations in complex organizations. Prerequisites: BPA 213, 214, CSCI 155 or 161, MATH 258 and MATH 271.

326 Introduction to Taxation A survey of the federal income tax law as it relates to the determination of taxable income, tax liability and tax planning for individuals and business organizations. Prerequisite: BPA 213.

330 Principles of Financial Management Policies and practices required to plan and to control the sources and uses of a firm’s funds; emphasis on formulation of corporate financial policies consistent with maximizing shareholders’ wealth. Economic statistical tools and concepts studied and related to the decision-making process. Statistics are routinely used in the course. Prerequisites: BPA 213, ECON 101, MATH 258 and 271.

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. Prerequisites: BPA 213 and ECON 101.

341 Retail Management Cases and problems introduce students to the basic principles and practices in retail management. Prerequisite: BPA 340.

350 Principles of Management A broad introduction to the field of management including such topics as planning, motivation, group dynamics, decision making, organizing and organizational change. Prerequisites: MATH 271 and junior or senior standing or permission of the instructor.
352 Human Resource Management The theory and practice of personnel administration and human resource management, including recruiting, selection, compensation, performance appraisal, training and labor-relations. Prerequisites: BPA 350 and MATH 271 or permission of instructor.

358 Labor and Management Relations A broad overview of the labor-management relationship in the U.S. The negotiation process as well as the major content of the labor contract itself are examined. Prerequisite: BPA 350.

360 Introduction to Management Science A problem solving course which includes the theory and application of a number of commonly used management science techniques. Examples include decision theory, linear programming, project scheduling, cost-benefit analysis, and queuing theory. Prerequisites: MATH 258, 271, and ECON 101.

370 Seminar in Management and Marketing An introduction to the essential elements of managing people and marketing a product or service. The writings of significant contributors to the fields will be studied and reported by the students. Prerequisite: Admission to Business Leadership Program. Not offered 1984-85.

371 Organizational Leadership An introduction to the leadership functions in organizations involving a review of leadership theory and research as well as an in-depth study of skills needed for effective organizational leadership. Prerequisites: BPA 370 and admission to Business Leadership Program. Not offered 1984-85.

380 Management in the Public Sector Basic concepts of management and decision making in a political environment; how these concepts relate to practical problems faced by public administrators. Case situations, discussions. Prerequisite: BPA 350.

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, and national levels. Prerequisite: ECON 110.

402 Business Research A study of the techniques and tools used in business research and their applications. The course covers the study of, need for, and use of these research methods; the techniques of research, the generation and use of primary data, the location and use of secondary data; the analysis of the data; and the interpretation and presentation of the results. Prerequisites: BPA 330 or 340 or 350; CSCI 155 or 161; ECON 101; MATH 271.

413 Theory and Issues of Financial Accounting In-depth study of recent research into the uses of accounting information for external financial reporting. Prerequisite: BPA 313.

414 Theory and Issues in Managerial Accounting Advanced study of management uses of financial information for such purposes as evaluating alternatives, measurement of performance, and responsibility accounting. Prerequisite: BPA 314.

418 Governmental and Not-for-Profit Accounting In-depth study of the principles and postulates underlying the practice of accounting in the non-business and public sectors of the economy. Emphasis is on financial reporting and the use of accounting data in planning, control and decision making. Prerequisite: BPA 213.

419 Auditing: Concepts and Procedures Comprehensive study of auditing concepts and procedures used to evaluate and report on the results of operations and financial performance. Financial and operations audits are simulated by completion of case studies. Also covered are SEC reporting requirements and the pronouncements of the AICPA and IIA on ethical conduct. Prerequisites: BPA 313, 314, and CSCI 155 or 161.

426 Taxation of Business Organizations: Planning and Policy Study of advanced topics of the federal tax law as it relates to individuals and business organizations; research in related topics and issues. Prerequisite: BPA 326.
431 Capital Market Theory  This course covers the operation and structure of financial markets, financial instruments and the major financial and nonfinancial participants in the financial markets. Topics include market efficiency, the role of the Federal Reserve System, the determination and significance of interest rates, and the financial futures markets. Prerequisites: BPA 330 and ECON 110. Not offered 1984-85.

432 Investments  Marketable financial papers such as common stock, bonds, preferred stock, options, commodity contracts. These assets, the markets in which they are traded, valuation of the asset, construction of a portfolio of different investments and the economic factors affecting investment management are analyzed in the course. Prerequisite: BPA 330.

435 International Finance  Study of financial management problems which are unique to the multinational firm. Attention focuses on the risks of engaging in multinational business, differences in tax laws, special capital budgeting, and foreign exchange exposure. Prerequisite: BPA 330. Not offered during the 1984-85 year.

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.

441 Promotional Strategy  Treats advertising and personal selling as part of an overall promotional process. The course will emphasize managerial issues and problems of promotional strategy. Prerequisite: BPA 340.

443 Consumer Behavior  This course examines human behavior in the marketing arena; includes a study of psychological and sociological dimensions of the consumer and models of behavior. Prerequisites: BPA 340; MATH 271.

445 International Marketing  A major comparative analysis of the processes of marketing and the similarities and differences between domestic and international marketing. Prerequisite: BPA 340. Not offered 1984-85.

451 Organizational Behavior  Study of social and psychological factors and processes affecting human work behavior and performance. Topics covered include roles, communication, motivation, leadership, social influence and group dynamics. Prerequisite: BPA 350.

454 Business Policy  This capstone course for business majors considers the chief executive's task of managing strategy in an organization. Students will make reasoned judgments and defend those judgments in discussion and case presentations. Prerequisites: BPA 225, 330, 340, 350 and senior standing.

456 Entrepreneurial Strategy: Small Business Institute  Provides management assistance to small business in cooperation with the U.S. Small Business Administration. Students, focusing on strategic problems of small business entrepreneurs, are responsible for completing one assigned project on behalf of an ongoing business concern. Prerequisites: BPA 225, 330, 340, 350 and senior standing.

469 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. Prerequisites: BPA 330 or 350, ECON 101 and MATH 271.

471 Business in Japan and Other Developed Countries of the Pacific Basin  A study of the international business environment addressing the cultural, economic, historical and political impacts of business in the developed nations of the Pacific Basin (Japan, Singapore, South Korea, Hong Kong, Australia). Prerequisites: BPA 340 or 350 or Asian Studies Major or Foreign Language/International Affairs major.

472 Business in China and Other Developing Countries of the Pacific Basin  A study of the international business environment addressing the cultural, economic, historical and political forces on the trade and development of the less developed nations of Asia. (PRC, Phil-
Asian Business: A Comparative Study  
A field course producing interdisciplinary comparison of Asian business environments. Typically students will visit business firms and discuss management, marketing or financial practices with firms in Japan, PRC, Hong Kong and Singapore. The itinerary may change. Prerequisites: BPA 471 or 472 or Asian Studies Major (with permission) or Foreign Language/International Affairs major (with permission). Offered in the summers.

493/494 Seminar  Topic to be specified.

495/496 Independent Study

497/498 Internship Application of organizational, analytical and communication skills in understanding problems in the public or private sector through on-the-job work experience. Supplemented with scheduled seminar discussions.

Career Development

203 Career Awareness .5 activity unit  Exploration of personal values, skills and interest and their relationship to career choices. Survey of major fields of academic study which develop skills and abilities for career alternatives. Emphasis is on development of a career decision-making process which can be used throughout the student's lifetime. Topics include job search techniques, resume writing, interviewing skills, and career/life planning.

Chemistry

Professor: Keith Berry

Associate Professor: Jeffrey Bland; L. Curtis Mehlhaff; Kenneth Roussiang (on leave, Fall 1984); Thomas Rowland, Chair; Anne Wood

Assistant Professor: William Dasher; Gary Pippin

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, dentistry, or business. Interested students should consult with members of the departmental faculty for more information on careers in chemistry.

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 careers in chemistry to complete the requirements specified by the ACS Committee on Professional Training; persons fulfilling those requirements are certified by the ACS. Only the BS degree program meets the ACS standards.

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, clinical chemistry and nutrition, 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 sciences. Students have unlimited access to terminals.
Requirements for the Major

BA Degree
1) PHYS 121, 122;
2) MATH 121, 122, 221;
3) CHEM 125, 126, 250, 251, 330, 340, 341, 342, 420;
4) One-half unit Chemistry elective at the 300 or 400 level;
5) Participation in departmental seminar program, CHEM 493/494.

BS Degree
1) PHYS 121, 122;
2) MATH 121, 122, 221, 232;
3) CHEM 125, 126, 250, 251, 330, 340, 341, 342, 420, 430, 490;
4) One-half unit Chemistry elective at the 300 or 400 level;
5) Participation in departmental seminar program, CHEM 493/494.

Requirements for the Minor
1) CHEM 125, 126, and 250;
2) Three units of Chemistry electives numbered 251 or above.

Note: The student must have a grade of C or higher in all courses for the major or minor. A cumulative 2.0 GPA is required for the major or minor.

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 a Natural World core requirement.

120/121 General Chemistry 1 unit each A two-semester, introductory course for non-majors covering the fundamentals of chemistry, including a qualitative, descriptive 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. Each meets a Natural World core requirement.

125/126 Principles of Chemistry I,II 1 unit each This series is intended for all science majors, pre-engineering and health science related majors and others interested in science. The two course sequence presents material commonly associated with general chemistry such as stoichiometry, chemical periodicity, descriptive chemistry, bonding and molecular structure, thermochemistry, equilibrium, kinetics, solution chemistry and nuclear chemistry. Laboratory experience provides work of both a qualitative and quantitative nature. A variety of strategies such as films, computer programs, investigative labs, and lecture are used to enhance the educational experience. Prerequisites: High school chemistry; high school algebra. Each meets a Natural World core requirement.

250/251 Organic Chemistry 1 unit each A course of study 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. Prerequisite: CHEM 125 or equivalent.

330 Analytical Chemistry The principles and practices of quantitative analysis are studied, including demonstrated equilibria in acid-base; oxidation-reduction; solubility methods;
modern electrochemical, optical and chromatographic techniques applied to real samples; and error analysis. **Prerequisites:** CHEM 125, 126, 250 and 251.

**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. Should be taken concurrently with CHEM 342. **Prerequisites:** MATH 122, PHYS 121; MATH 221 is strongly recommended.

**341 Physical Chemistry II** Transport phenomena, kinetics, electrochemistry. Introduction to quantum mechanics with applications to molecular spectroscopy. Statistical thermodynamics linking microscopic and macroscopic chemical behavior. **Prerequisites:** CHEM 340, MATH 221; MATH 232 is strongly recommended.

**342 Physical Chemistry Lab I** .5 unit Laboratory experiments emphasizing fundamental instrumentation and theory associated with physical chemistry. Should be taken concurrently with CHEM 340.

**355 Spectroscopic Determination of Structure** .5 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:** CHEM 251.

**360 Chemistry of DNA** .5 unit This course will focus on the chemical and biochemical techniques used to analyze and manipulate DNA. The topics considered will include general nucleic acid structure and biosynthesis, theories of carcinogenesis, selective DNA isolation, chemical analysis of DNA, recombinant DNA techniques and the chemical synthesis of DNA. Course readings will emphasize the original chemical literature and recent review papers. **Prerequisites:** CHEM 250/251; cell biology or biochemistry or consent of instructor.

**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 important transformations. Typical topics to be covered are structure and bonding, inorganic reaction mechanisms, transition metal chemistry, electron deficient compounds, organometallic compounds and the main group elements. Laboratory experiments will illustrate common synthetic and characterization processes for inorganic compounds. **Prerequisites:** MATH 122, CHEM 340, PHYS 122.

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

**431/531 Computer Applications in Chemistry** .5 unit The course is designed to introduce the laboratory scientist to computer-assisted experimentation. Analog and digital electronics and the use of minicomputers will be emphasized. The goal of this course will be an understanding of the principles of interfacing small computers, input and output devices. **Prerequisite:** CHEM 430 or permission of the instructor.

**450/550 Advanced Organic Chemistry** .5 unit A continuation of CHEM 251 which focuses on selected topics in organic chemistry. The lecture course is designed to present areas of advanced study not covered in CHEM 250/251 but which are important to the understanding of organic chemistry including photochemistry, concerted relations, heterocyclic chemistry and advanced synthetic design. **Prerequisite:** CHEM 251.

**460/560 Biochemistry** Integrated sequence covering the structure, biochemistry, physiology of cells. Laboratory emphasizes major biochemical techniques and the collection and analysis of biochemical data. **Prerequisites:** 1 year Organic Chemistry, 1 semester Biology.
461/561 Natural Products .5 unit Natural products are biologically-derived molecules which are not necessary for life support, i.e., secondary metabolites. The two major subclasses are alkaloids and terpenoids. The use and cultivation of medicinal plants for these compounds have had strong historical and economic influences. This course will deal with their history and chemistry, including biosynthetic pathways, modern medicinal usages and synthetic analogues. Class interest will dictate, in part, the examples chosen. Prerequisite: CHEM 251.

465/565 Clinical Chemistry 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 on 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 students will be expected to develop some familiarity with the strengths and weaknesses of various clinical methods and their interpretations. Prerequisite: 1 year Organic Chemistry or equivalent.

470/570 Group Theory and Molecular Spectroscopy .5 unit An upper division, post-Physical Chemistry course designed to give the student a thorough theoretical background in group theory, molecular spectroscopy, and related subjects. Prerequisites: CHEM 341, MATH 232, PHYS 122.

471/571 Quantum Mechanics and Excited States .5 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 232; PHYS 122; CHEM 341.

480/580 Polymer Chemistry .5 unit The goal of this course is to fuse the principles of Organic and Physical Chemistry through the study of macromolecular science. Prerequisites: CHEM 251, 340.

485/585 Forensic Chemistry .5 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 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. Prerequisites: CHEM 251.

490 Senior Research Thesis Theoretical and/or experimental research done in an area of chemistry. The topic depends upon the student's interest, but it should be compatible with a faculty member's area of expertise. Students must write and defend a thesis. Prerequisites: Physical Chemistry/Instrumental Analysis (may be taken concurrently); Senior Standing, advanced juniors considered individually.

493/494, 593/594 Seminar no credit 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.

Classics

Assistant Professor: David A. Lupher

About the Program
The pioneer of the interdisciplinary approach, the field of Classics encompasses the languages, literature, philosophy, and history of the Mediterranean from the 2nd millennium B.C. to the 5th century A.D. While it does not offer a major or minor, the program in Classics is designed to present as wide a range of courses as possible in this diverse but fundamentally unified field.
Each of the course offerings in the program attempts to explore cultural phenomena which lie at the root of our own experience. Modern Western languages, literature, philosophy, and history have carried within them the deep grain of a classical past which is at once surprisingly familiar and intriguingly strange. A person who persists in experiencing the modern world only when it has been exorcised of its classical ghosts is like a person who wakes each morning without a memory of the day before.

In addition to courses in ancient history and classical literature in translation, the program in Classics will always strive to offer both classical languages each year, faculty schedules permitting. The study of Greek or Latin language is the surest way to enter the heart of the vibrant world of classical antiquity. At the same time, both languages offer the student valuable insights into the substance and structure of English and the modern European languages. For course descriptions of Greek and Latin, see the Foreign Languages and Literature Department offerings.

Course Offerings

201 Religions of the Roman Empire A sociological and historical investigation of the many religions of the Roman Empire, their appeal, their impact upon their society, the impact of that society upon them, the causes of their origin and the nature of their development. The emphasis will be more on the ordinary believer than on the theologian, more on personal belief and spiritual longings than on formal doctrines. A particular emphasis will be placed on three great works which deserve to be read and discussed in the same course and which need to be anchored in the spiritual and social life of their time: Virgil’s Aeneid, Apuleius’ Golden Ass, and Augustine’s Confessions.

206 The Heritage of Ancient Tragedy The practice and theory of tragedy during and since the 5th century B.C. The greater part of the course will be devoted to the study of Greek tragedy: its origins, methods, and concerns. Plays to be studied are Aeschylus’ Orestia and Prometheus Bound; Sophocles’ Oedipus the King, Antigone, Electra, and Philoctetes; Euripides’ Medea, Hippolytus, Bacchae, Iphigenia in Tauris, and Hecuba. Aristotle’s Poetics will be examined and tested in the light of the plays read. Then will follow an assessment of the impact of Greek tragic practice and theory on the later development of tragedy. Plays will be Seneca’s Medea, Racine’s Phedre, Goethe’s Iphigenia in Tauris, O’Neill’s Mourning Becomes Electra, and Sartre’s Flies. Modern theoretical writings studied will include Nietzsche’s Birth of Tragedy.

210 Greek Mythology An exploration of the myths and legends of ancient Greece and the light they cast on Greek conceptions of man, society, nature, and the divine. The embodiment of myth in Greek (and some modern) literature will be a central concern of the course. There will be an attempt to examine Greek myth in the light of modern theories of myth, ritual, and folktale.

211 History of Ancient Greece See HIST 211. Satisfies the Historical Perspective core requirement.

212 Roman History See HIST 212. Satisfies the Historical Perspective core requirement.

222 Greco-Roman World See ENGL 222. Satisfies the Historical Perspective core requirement.

Communication and Theatre Arts

Professor: Wilbur H. Baisinger; Gary L. Peterson, Chair (on leave, Spring 1985)
Associate Professor: Kristine M. Davis; Janet E. Neil
Assistant Professor: David A. Droge; Gary M. Grant; John H. Lutterbie
Instructors: Raymond Preiss; Bonnie Spillman
About the Department
The Department of Communication and Theatre Arts offers study in two programs leading to a Bachelor of Arts degree in Communication and Theater Arts: Communication (interpersonal communication, small group communication, rhetorical and communication theory, organizational communication, public communication, communication research, mass communication) and Theatre Arts (dramaturgy, scenography, and performance studies).

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 will be required to supplement their programs with supporting courses in other disciplines.

Theatre Arts The Theatre division of Communication and Theatre Arts is based on a philosophy designed to achieve three major objectives. The first goal is to provide Theatre Arts majors with an education which will adequately prepare them for further study in graduate or professional training programs. The second is to give interested students the opportunity to learn about the theatre as a cocurricular activity; and the third is to develop future audiences through the presentation of quality productions to the University community.

The students interested in studying theatre will pass through a sequence of courses designed to introduce them to a variety of methods and processes involved in the study of Dramaturgy, Scenography and Performance Studies. The focus is on the tools of research and analysis necessary for developing a proficiency as a theatre practitioner or the critical abilities required of an informed theatre patron.

Communication and Theatre Education A student who completes the communication or theatre program may also elect certain courses in the School of Education and qualify as a secondary school teacher. The Communication and Theatre Arts Department recognizes the need to insure quality instruction of communication and theatre arts at the secondary school level. The department offers within its curriculum opportunity to meet requirements for a supporting endorsement area on the secondary education certificate. Specific courses will be arranged through advisement.

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 a major or minor requirement. No courses taken on a pass/fail basis will be allowed to fulfill department requirements, whether they are offered by Communication and Theatre Arts or other departments.

Communication Activities
The Department of Communication and Theatre Arts sponsors activities which include a competitive forensics program, drama, and practicums in campus media. Forensic activities include debate, oratory, extemporaneous and expository speaking, discussion, oral interpretation and other events. 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 year the Inside Theatre presents a season of major productions, 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
Communication Emphasis
1) C&TA 200, 202, 203 (or 204), 332, 345, 445;
Communication and Theatre Arts

2) Three units selected and approved through advising from C&TA 122, 203 (or 204), 300, 303, 340, 360, 422, 442, 460, 462, 464, 497, 498. At least two of these must be taken at the 300 or 400 level;
3) A supporting field, selected in consultation with, and approved by, the departmental advisors: a second major, or a minor, or a minimum of five courses which form a cohesive area. Recommended areas include Business and Public Administration, Psychology/Counseling, Research Methodology, or Computer Science.

Theatre Arts Emphasis

Students selecting a major emphasis in Theatre Arts are also required to choose a secondary emphasis in either Dramaturgy, Scenography, or Performance Studies. Students selecting Dramaturgy should consider taking C&TA 340, 377, 391 and 465. Students wanting Scenography as an emphasis should consider taking C&TA 113, 318, 319, and 417; while students in Performance Studies should consider taking C&TA 113, 310, 315, and 465. The following courses are required of all majors.
1) C&TA 210, 313, 317, 371, 373, 375, 379 (2 units), and 462 (1 unit);
2) Additional coursework to support the area of emphasis:
   A) Dramaturgy: PHIL 106, MUS 331, HUM 305, and ENGL 314.
   B) Scenography: ART 101, 109, 275 and HUM 305.
   C) Performance Studies: CSOC 204, HUM 305, PHIL 443, and PSYC 330.

Requirements for the Minor

A minor in Communication and Theatre Arts may be taken in either of the two emphasis areas:
1) Communication Emphasis: Completion of 6 units, to include C&TA 200, 202, and either 203 or 204, plus three additional C&TA courses, two of which must be at the 300 or 400 level, selected and approved through advising.
2) Theatre Emphasis: Completion of the following 6 units: C&TA 210, 217, 275, 313, 371 (373 or 375), 379.

Course Offerings

110 Discovery of the Expressive Self This introductory course in acting explores the fundamentals of actor training. Experiences and study are designed to develop greater confidence and awareness of the body and voice as flexible instruments of communication inside and outside the theatre.

113 Masks and Makeup .5 unit Introduction to the basics of stage makeup and mask construction. The application of various masks or makeup media is combined with the theoretical analysis and interpretation of character or of the history of masks. 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. Satisfies the Oral Communication core requirement.

202 Group Decision-Making Processes Principles and methods of deliberation, leadership, communication in small groups. Group dynamics and structure, role-playing decision-making, leading a conference. Application and practice of principles and skills. Satisfies the Oral Communication core requirement.
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. Satisfies the Oral Communication core requirement.

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. Satisfies the Oral Communication core requirement.

210 The Actor and Performance A study of the principles of acting via active development of basic resources and scene work. Focus is on play and character analysis, rehearsal and performance techniques required of modern realism. Prerequisite: C&TA 110.

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

270 Modern English Theatre and Drama This course examines representative selections from the main periods of the 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 ILACA London Program.

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

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

292 Communication Activities .25 activity unit Participating in intercollegiate forensics, campus media, on- and off-campus communication activities.

300 America Speaks: A History of American Public Address Speakers, writers and historians are among those who will find this course useful and intriguing. The course will explore a collection of speeches from America’s history (1650 to the present), the environment and persons that shaped them, and the periods and issues they shaped. Emphasis will be placed upon critical appraisal, appreciation of eloquence, and increased knowledge of humanity. Prerequisite: C&TA 203, or permission of the instructor.

303 Speech Composition An advanced course designed for all persons whose careers demand proficiency in speech writing and speechmaking. Using classical rhetorical canons as a baseline, the course will focus on the composition of speeches for a variety of situations. Students will be involved actively in writing, presenting, and criticizing speeches; emphasis will be placed on development of good style. Prerequisite: C&TA 203 or permission of the instructor.

310 The Actor and the Classic Repertoire An advanced course, encompassing a variety of approaches and techniques for performance. Scripts from various periods, such as Greek, Roman, Medieval, Commedia dell’arte, and Elizabethan. Extensive outside reading and scene work. Prerequisite: C&TA 210.

313 Directing: Analysis and Communication An introduction to the process of directing through an examination of methods of script analysis, the use of stage space, and the techniques of communication with actors and designers. The theories discussed in class are given practical expression in a final scene presentation. Prerequisite: C&TA 210.
317 Scene Design  A study of the history of architecture and interior design is combined with an exploration of techniques and styles of rendering and model construction. Contemporary theory and criticism within the field of scenography, methods of research, and play analysis are examined as tools for developing valid and original designs for the theatre. Prerequisite: C&TA 217.

318 Light Design for the Theatre  .5 unit  Studies the principles of designing light for the theatre and application to specific lighting problems. Students will design and plot lights for plays on thrust, arena, and prosenium spaces and execute basic creative design projects.

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

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. Prerequisites: Junior or senior standing 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: C&TA 202 or permission of the instructor.

345 Communication Research Methods  Introduction to critical reading of social science research; intensive focus on quantitative research in communication. First part of the course focuses on developing the ability to evaluate research reports critically. Second part of the course is an examination of research methods unique to the study of communication phenomena. Prerequisites: C&TA 200, 202, or consent of the instructor. Completion or concurrent enrollment in CSOC 301 or 302, MATH 271, or PSYC 251 strongly recommended.

360 Business and Professional Communication  An advanced course designed for those persons who will be involved in a variety of oral and written communication experiences in business and professional work. Assignments will include skill development in preparing, writing, and delivering reports; preparing and delivering proposals; interviewing; preparing and using audio-visual materials. Prerequisites: C&TA 202 or 203 or equivalent and instructor permission.

371/571 Theatre History I: From the Origins of Theatre to the Renaissance  Beginning with a discussion of the various theories concerning the origins of theatre in Western civilization and examples of ritual performance and popular theatre in contemporary "Third World" cultures, this course explores the development of dramaturgical techniques from the Greek playwrights to Shakespeare in conjunction with the changing conditions of theatrical performance. Prerequisite: C&TA 275.

373/573 Theatre History II: From Court Celebrations to 20th Century Realism  A survey of the theatre from Jacobean Masque and the French Neo-classic Drama to the Modern Realism, this course focuses on the theatre as a producing institution and studies the effects of changing cultural conditions on the methods and approaches of playwrights, directors, actors, architecture, production design, procedure and techniques. Prerequisite: C&TA 275.

375 Theatre History III: 20th Century Avant-Garde Performance  This study of experimental aesthetics will trace the beginnings of various alternative approaches to theatre production in the European avant-garde of the early 20th century and will demonstrate the influence of these theorists and practitioners on experiments in the visual and performing arts from the 1950s to the present. This course will also explore the changes in the dramaturgical techniques of 20th Century European and American playwrights brought about by the work of experimental theorists and ensemble companies. Prerequisite: C&TA 275.
379 Theatre Seminar The course is designed to integrate all elements of Theatre Art at a more advanced level than C&TA 275. Students will read selected scripts and respond in written form to the plays' style, theme, character analysis and plot structure, including concept and production problems. Additional elements will include evaluation of numerous theatrical productions—both amateur and professional, and students' work in acting, directing and design projects. Research presentations in acting, directing, and design theory, history and playwriting will be an integral part of the students' work in the course. May be repeated for credit with 3 units maximum; additional repeats for no credit.

389 Comedy Seminar This course will pursue both a theoretical understanding of comedy and an appreciation of the dramaturgical principles involved in comedic playwrighting. Utilizing the insights of major dramatic theorists and playwrights into comedy and psychology of laughter, the course will develop the student's critical methodology for the analysis of representative comedies from the history of dramatic literature. Major requirements—an oral and written presentation of research; student playwrighting of comedy scenes. Prerequisite: C&TA 275.

417 Theatre Management A careful look at the business of the theatre, including budgets, season selection, public relations and graphics and designing theatre spaces. Guest professionals offer their expertise as each student designs and proposes an ideal Theatre.

422 Processes and Effects of Mass Communication Application of methods of empirical and rhetorical analysis to public communication media. Topics will include major theoretical perspectives, the role of mass communication in the socialization of children, mass communication and political behavior, intercultural influences of American media of public communication. The course is designed for students concerned with understanding the pervasive impact of mass media in contemporary society; it is suitable for students interested in application of rhetorical and communication theory as well as those interested in pursuing a career in the media. Prerequisites: Completion or concurrent enrollment in C&TA 345, Communication Research Methods, or equivalent.

442 Communication and Social Influence Examines the formation and change of attitudes, beliefs, and behaviors through communication process. Theories, research, paradigms, persuasive strategies. Prerequisites: C&TA 203 and senior standing, or permission of the instructor.

445 Rhetorical Theory and Criticism An advanced seminar which examines the dynamic evolution of rhetorical theory and criticism during the past twenty-five hundred years and the cultural forces which have given rise to variations in the classical paradigm. The course will survey major rhetorical theorists from Plato to Perelman and major critical methods from Aristotelian to Burkan. Students of the language arts, classics, philosophy, as well as communication, should find the course a useful cognate in their academic programs. Prerequisites: C&TA 203 and junior or senior standing, or permission of the instructor.

460/560 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 processes in complex organizations. Prerequisites: For 460: C&TA 200, 202, and senior standing or permission of the instructor. For 560: graduate standing.

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. May be repeated; maximum one unit applied to major requirements. Prerequisites: Senior standing in department, major or minor; permission of department and supervising agency required.

464 Topics in Communication In-depth seminars in various areas of the communication discipline. Course content varies with each offering. May be repeated. Maximum two units applied to major requirements.
Communication and Theatre Arts

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

497/498  **Internship**

**Comparative Sociology**

Professor: Charles A. Ibsen, Chair; Frank N. Peterson; John Phillips
Associate Professor: Ann Neel (on leave Spring 1985); George Guilmet; Margaret Nowak
Assistant Professor: John Finney; Leon Grunberg

**About the Department**

Through an integrated curriculum, a basic orientation in subject matter, research, and analysis is provided by the department, both for Sociology and Social Anthropology. 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.

**Requirements for the Major**

Completion of a minimum of nine units to include: CSOC 102, Individual in Society; CSOC 204, Social Stratification; CSOC 300, Social Theory; CSOC 301, Theory and Methods of Research Design; CSOC 302, Social Analysis and Data Interpretation; CSOC 410 or 420, Comparative Analysis. The remaining three electives must be 200-level courses or above.

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 simultaneously fulfill a core requirement and 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: CSOC 102, Individual in Society; CSOC 204, Social Stratification; CSOC 300, Social Theory; three electives at the 200 level or above 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 the 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. Satisfies the Humanistic Perspective core requirement.

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

203 Religion in Society Considers religion as a cultural system which provides models of and for reality (i.e. ideology and experience). Specific examples of religious thought and activity from a wide variety of ethnographic contexts will be used to illustrate such topics as totemism, shamanism, ritual, symbolization, and 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 explained on class, racial, sexual, and educational grounds. Meets a Society core requirement.

205 Biological Factors in Human Social Behavior This course consists of 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 non-conformity to social expectations and of the methods developed by groups to prevent deviance and to sanction its occurrence through punishment, treatment, or rehabilitation. Analysis of the interaction between deviance and social control as the consequence of the power of certain groups to enforce their definitions, expectations or institutional arrangements on other groups. Examination of contemporary American, cross-cultural, and historical material.

207 Medical Beliefs and Practices A cross-cultural survey of beliefs and practices concerning disability, disease, and illness, with emphasis on the problems and potential of alternate 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 process of group life in societies; emphasis on small groups.

212 Women, Men and Society Examination of social mythology and actuality in the social construction of gender identity. Socialization and social control of male and female perceptions, beliefs, experiences, and opportunities; 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 experience of women. Individual and group efforts to survive and transcend constructions of ideology and social structure will be a major focus in this class. Satisfies the Humanistic Perspective core requirement.

214 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.

215 Race and Ethnic Relations This course will focus on selected historical situations of racial and ethnic conflict resulting from Western expansion and technological development. We will analyze the circumstances under which one group has been able to subordinate another politically, economically, and culturally; the structures and consequences of domina-
tion; the role of racist ideologies; survival and resistance strategies of the dominated; and the cases and dynamics of change in minority/majority relations. Satisfies the Historical Perspective core requirement.

216 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 Third World contexts; development, revolution, detribalization, political ethics, and competing ideologies for change and "progress." Meets a Society core requirement.

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

220 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 the 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 political community; the social implications of nonstandard language varieties, bilingual education).

240 International Political Economy The course will have a two-fold purpose: first, to analyze the political, economic and cultural forces creating interdependence in the world, and second, to adopt a comparative perspective and to investigate in some depth the social systems in a wide variety of countries—e.g., Japan, U.S.S.R., Sweden, Brazil, El Salvador, South Africa.

250 Sociology and Modern Britain Through lectures, discussions, independent readings and field work with social sciences, the class will examine current patterns and problems in contemporary British society. The analysis will be based on the study of political parties, trade unions, education, urbanization and the mass media. Emphasis is given to the social structure of British society as to how it determines contemporary milieu. Taught as part of the ILACA London program.

255 Pre-Colombian Civilizations of Mexico and Central America This will introduce the student to the history and culture (art, architecture, religion) of the most important pre-Colombian civilizations of Mexico and Central America. It will also deal with the "trauma" of the Spanish Conquest and its lasting effect on the Indian populations of these countries. A number of field trips to the most accessible archeological sites are planned. Taught as part of the ILACA Guadalajara Program.

256 Sociocultural Comparisons: Mexico and the United States Despite a long, common border and a history that has sometimes been very similar, the dominant cultures of Mexico and the United States are very different. These differences manifest themselves in every aspect of Mexican and U.S. society—in language, in religion, in attitudes toward work and politics, and even in something as basic as the position of the family in society. The same is true of Mexican and U.S. art—painting, architecture, literature, and music. Although these differences will form the core of the course, it will also deal with important influences that each country has over the other—the cultural influence of Mexico in the U.S. Southwest and, in the last 30-40 years, the influence of U.S. pop art, lifestyle and slang in Mexico. Taught as part of the ILACA Guadalajara Program.

258 Population Problems and Processes: The Case of Thailand Views the relationship of human social groups and cultures to the natural environment. Prerequisite: One course in Comparative Sociology. Taught as part of the Pacific Rim Program.
300 Social Theory Study of the major theoretical perspectives—questions, issues, and solutions—which have guided analysts of social and cultural life since Comte. The first half of the course will focus on the “classical” theorists such as Marx, Weber, Durheim, and Mead. The second half will be devoted to structural-functionalism, symbolic-interactionism, conflict theory, and other contemporary perspectives.

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

302 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. Satisfies the Quantification core requirement.

320 Sociology through Literature Sociology has long sought scientific status. In the process, it has tended to squeeze out the human and personal from its vocabulary and methods. This course is designed to tackle the crucial questions of sociology by approaching them through an examination of works of literature (for novelists are often excellent micro-sociologists) and through personal social histories. In other words, we will try to arrive at the abstract and theoretical aspects of sociology from the personal and concrete. The unifying theme of the course will be emancipation.

351 Urban Communities Urban experiences in historical and comparative perspective, in the context of group conflict over power and culture, and the social functions of the city. Emphasis on our own urban environment.

352 Industry and Social Life The course examines the process of industrialization within various political-economic systems and its impact on social and personal life. The course will trace, over time, the interrelated developments of political-economic forms across the world and the changing work experiences of people within those forms. Some group research on contemporary issues is encouraged. Prerequisite: CSOC 102.

353 Ideology and Power Besides being tools for analysis and understanding, ideas and images may also be used ideologically, as a means to order, legitimate, and perpetuate established social relations. In this advanced course on the political significance of culture in modern industrialized societies, major sectors of knowledge production and distribution such as formal education, mass communications, and social scientific work will be analyzed in their relation to economic political power. Prerequisite: CSOC 102.

365 Complex Organizations This course will examine complex organizations from a historical and a sociological perspective. It will focus on what goes on inside organizations and how they shape and influence, and are influenced by, the wider political and economic environment. Emphasis will be on business corporations with examples drawn heavily from the behavior of multi-national corporations. Prerequisite: CSOC 102 or permission of the instructor.

410/420 Comparative Analysis I,II Comparison of selected similarities and/or differences between societies or groups within societies. Topics to be considered are to be selected or approved by the instructor. Prerequisites: CSOC 300 and 301, or permission of the 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 overall goal of the 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. Prerequisites: Instructor's permission and senior standing. Satisfies the Comparative Values core requirement.
497/498 Internship  Students will be placed in community agencies in areas relevant to sociology and will draw on their experiences in the field in seminars oriented toward theoretical issues. Prerequisite: Permission of the instructor.

Computer Science

See Mathematics and Computer Science

Economics

Professor: Ernest Combs, Chair

Associate Professor: Douglas E. Goodman; Bruce Mann (London, Spring 1985); Ross Singleton; Michael Veseth

Assistant Professor: Raymond T. Brassto (Visiting); D. Wade Hands (on leave, Fall 1984); Kathleen Stirling

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 become more alert to the complexities of 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 PhD in Economics are encouraged to take mathematics—at least calculus and linear algebra. Those students who wish to enter the job market immediately after receiving the BA are encouraged to take courses in Business or Public Administration.

The Department offers work leading to either the Bachelor of Arts or Bachelor of Science degree. The BS degree prepares students for at least three possible careers. Some BS majors will go on to do graduate work at the PhD level in economics. Others will do graduate work in business and economics at the master’s level. Finally, some BS majors will enter the job market directly after college and will compete on the basis of their quantitative and analytical skills. The Bachelor of Arts major has been designed for students with a broad range of backgrounds and career goals. This major provides an excellent foundation for those who wish to pursue graduate work in law or international affairs. It is also an excellent degree for those entering the job market in finance. The flexibility of the BA major should appeal to students with a broad range of backgrounds and career goals.

Requirements for the Major

BA Degree

1) Economic Theory (5 units): ECON 101, 110, 301, 310 and at least one 400-level senior seminar;
2) Applied Economics (3 units): At least three upper-division economics electives, not to include 495/496, 497/498;
3) Skills and Tools (4 units)
   A) Statistics: MATH 271 or 372 plus
   B) At least three courses from the following list: BPA 213, CSCI 155 or 161, ECON 315, MATH 121, 258 or 272, PHIL 172, 273 or 373, one 200-level or above writing course or one foreign language course.
BS Degree

1) Economics (8 units)
   A) ECON 101, 110, 301, 310 and at least one 400-level senior seminar;
   B) At least three upper division electives, not to include 495/496, 497/498;
   C) The above courses must include ECON 401, Mathematical Economics, and/or ECON 315, Econometrics;

2) Quantitative Skills (3-5 units)
   A) Three units of calculus: MATH 121, 122, and 221;
   B) One unit of Statistics: MATH 271, 272 or 372;
   C) CSCI 161;
   D) Students are also advised to take at least one class from the following list: MATH 232, 320, 371, 401, 402, 471.

Requirements for the Minor
Completion of five units to include:
1) ECON 101, 110;
2) Three 300-level or above courses.

Course Offerings

101 Principles of Economics: Micro Analysis of the concepts and principles of microeconomics and contemporary problems and policies. 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.

200 Introduction to Economics This course is designed for students who have no previous college background in economics and who do not plan to continue in the field. It explores the functioning of markets, the basis for economic decisions in the private sector, and analysis of national and international economics. Meets a Society core requirement. Taught as part of the Pacific Rim program.

230 British Economic Institutions A comparison of U.S. and British institutions. Topics to be considered include central banks, housing, fiscal federalism, medical care, town planning and education. Emphasis will be on the analytical difference in performance related to structure. Microeconomic results will be emphasized. Taught as part of the ILACA London program.

301 Intermediate Microeconomic Theory Consumption, production, and pricing under perfect and imperfect competitive conditions; welfare economics, general equilibrium analysis. Prerequisites: ECON 101 and MATH 111 or equivalent.

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: ECON 101, 110, and MATH 111 or equivalent.

315 Introduction to Econometrics Econometrics is the application of mathematical and statistical techniques to economic models. Computer models are used to empirically test economic hypotheses. Prerequisites: ECON 101, 110; MATH 271 or equivalent; ECON 310 recommended.

316 Managerial Economics This course develops those tools of economic analysis most useful to business managers. Topics include demand analysis, production and cost analysis, the theory of the firm, theory of market structures, industrial organization and competitive analysis, capital budgeting and risk analysis and strategic planning. Applications of micro-
Economics to practical business problems in strategic planning will be emphasized. 
Prerequisites: ECON 101, MATH 271.

321 History of Economic Thought Development of economic thought from Mercantilists to the present; relations of economic thought to other scientific thought. Prerequisites: ECON 101, 110.

331 The Economics of Money and Banking The role of money in a modern economy. Financial and monetary institutions and theories. Prerequisites: ECON 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. Prerequisite: ECON 101. Meets a Society core requirement.

351 Industrial Organization and Public Policy This course includes an examination of the behavior of firms in imperfectly competitive markets. Models that explain the sources and uses of market power (control over price) are developed. The efficiency and equity consequences of the exercise of market power are considered and anti-trust laws and government regulations are studied as social responses to the potential abuses of market power. Prerequisite: ECON 101.

361 The Economics of Public Finance This overview of 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: ECON 101, 110.

371 International Economics With an overview of the economic relations among nations and the impact 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 effects on firms and governments, international economic policies, the role of national policies in open economies and the theory of cartels. Prerequisites: ECON 101, 110.

381 Economic Growth and Development This course is concerned with the process of economic growth and development in advanced and less developed economies. The course focuses on Asian economies. It examines technological change, education, population, savings, money, investments as they relate to economic growth and development. Prerequisite: ECON 110.

401 Mathematical Economics Senior seminar which applies calculus and linear algebra to the analysis of microeconomic and macroeconomic theory. The tools of mathematical optimization and programming are developed with direct application to the analysis of the problems of consumer behavior, the theory of the firm, general equilibrium, and aggregate economic analysis. Prerequisites: ECON 301, 310, and familiarity with multivariate calculus and matrix operations.

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, marketing imperfections, job search, human capital theory, and manpower training programs. Prerequisites: ECON 301, 310, MATH 271.

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 monetarists points of view. Inflation, interest rates, and the role of money in economic activity are also discussed. Prerequisites: ECON 310, MATH 271; ECON 301 recommended.
405  Environmental and Natural Resource Economics  Senior seminar concerned with the economic consequences of overpopulation, air pollution, water pollution, waste disposal and exhaustion of natural resources; governmental policies designed to cope with these problems.  Prerequisites: ECON 301, MATH 271.

497/498 Internship  Credit, .25, 5 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.

Education

Professor: Robert C. Ford; Norman Heimgartner; Richard E. Hodges, Director; Robert Hostetter, Associate Director; Edith M. Richards; Robert L. Steiner

Associate Professor: John T. English; Grace Kirchner; Ramon L. Roussin

Assistant Professor: Fredrick A. Schrank

Instructor: Barbara Holme; Joan Rapp

About the School

The School of Education engages in the preparation and continuing development of competent professionals in education. It offers undergraduate students of the University guidance and instruction leading to careers in elementary and secondary school teaching, including the selection of majors and minors to meet special interests, and offers professional courses and laboratory experiences that qualify the student for a Washington Initial and Continuing Certificate, the Master of Education degree for successful completion of courses of study in a number of specialization areas, courses and laboratory experiences that qualify experienced teachers for a Principal's certificate, and a Counselor Education program that qualifies graduates for the Educational Staff Associate Certificate in school counseling. The Bachelor of Arts degree is available to those students seeking preparation for elementary school teaching and who major in Elementary Education. Students who choose the Secondary School Teaching Certification Program must meet both degree requirements of the department or school which offers the teaching major and certification requirements in the School of Education.

The University of Puget Sound is a member of the American Association of Colleges for Teacher Education. Programs leading to the Initial and Continuing Certificates and the Master of Education degree, including preparation for the Initial and Continuing Principal's Credentials, are approved by the Washington Board of Education and the National Council for the Accreditation of Teacher Education.

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.

Teacher Certification Programs

The State of Washington issues Initial Certificates and Continuing 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 two programs of preparation for teaching:

1) A program that leads to the Washington Initial Elementary Certificate with recommendation for assignment to the K—8 level;

2) A program that leads to the Washington Initial Secondary Certificate with recommendation for assignment to the 7—12 level.

The School of Education has developed courses which will lead to Washington state endorsement in Special Education.
The School of Education will disseminate information on appropriate changes in graduate and undergraduate programs in accordance with recently adopted Washington State requirements.

Requirements
Each student is responsible for planning a University program to meet the requirements for a degree, the requirements for a teaching certificate, and the General University Core Requirements.

Secondary teaching candidates will receive their degree in their teaching field. Elementary candidates will receive a degree in elementary education. Majors in Elementary Education will be advised by the School of Education. Secondary Education students will be advised jointly by an advisor in the School of Education and an advisor from the major academic area.

EDUC 301, "Introduction to Teaching," is open to all students who wish to explore the possibilities of teaching as a career, as well as to those who already have made the choice. Education majors should, as a rule, plan to take EDUC 301 during the first term of the junior year. Further enrollment in Education courses is open only to students who have met the requirements listed below and who have been accepted as teaching certificate candidates by the School of Education.

Formal application for admission to a Teaching Certificate program must be made prior to enrollment in courses above EDUC 301 and 302. Application forms must be secured by the student from the School of Education. Criteria for admission to and continuance in a Teacher Education Program will be based upon evidence that the applicant:
1) Has and maintains a cumulative grade-point average of 2.25 or higher;
2) Has and maintains a grade-point average of 2.50 or higher in the individual’s academic major and meets other requirements imposed by the major department;
3) Received a grade of C or higher in the written communication core requirement and the oral communication core requirement;
4) Has successfully completed the Stanford Test of Academic Skills. Continuation in the Teacher Education Program past EDUC 301/302 requires the successful completion of the Stanford Test of Academic Skills with "successful" defined as scoring at or above the 50th percentile on national norms in each of three tests—Reading, English, and Mathematics. Students may take the tests twice. Students passing both forms of the SAT, ACT or WPCT at 500 or above, or equivalent score are exempt from taking the TASK test;
5) Has applied and been accepted to the Teacher Education Program;
6) Is recommended by the individual's academic major department;
7) Provides evidence of a strong commitment to teaching by attitude and performance;
8) Maintains a grade-point average of 2.50 or higher in all professional courses, with no grade below C-.
9) No more than 4 1/2 units of experiential coursework (EDUC 401, 402, 403, 404, 407) may be included in the 32 units required for the bachelor's degree.

Requirements for the Elementary Education Major
1) EDUC 301, 302, 345, 348, 349, 350, 365, 401 (3.5 units), 415 and 416;
2) MUS 321 and ART 373;
3) Six units, minimum, in an area of academic emphasis to be selected in consultation with an advisor. Areas offered by the University and approved by the State of Washington include

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

Secondary Education Program
All secondary teaching candidates must complete a major in a teaching field. Following is a list of available teaching majors (M) at the University of Puget Sound. Students also are strongly encouraged to have a supporting area (minor). For specific courses in the Supporting Area (S), see an Education or major advisor.


Requirements for Teaching at the Junior High School/Middle School Level
Teaching at this level can be authorized under either the Elementary or 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/or secondary certification.

Transfer and Postgraduate Students
While transfer and postgraduate students must meet the basic requirements for admission to Teacher Education, certain requirements may be waived because of previous academic work. 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 will be responsible for completing all necessary forms needed for credential files.

Continuing Level Certification Preparation
The University of Puget Sound offers both academic and professional coursework which can be used to meet the requirements established by the State of Washington for the issuance of the Continuing Certification or Standard Teaching Certificate.
Complete details about the Continuing Level or Standard Certificate Program requirements can be obtained by contacting the Certification Advisor in the School of Education.
For information concerning graduate programs in Education, see 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 an Initial Washington State teaching certificate;
3) Completion of not less than eight 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

301 Introduction to Teaching  Field experience, to allow students to ascertain commitment to the educational profession. Provides direct work experience with teachers in a school setting. Students should plan for a two-hour block, either morning or afternoon, in a selected school district. Prerequisite to all other Education courses. To be taken concurrently with EDUC 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. With EDUC 301, which is to be taken concurrently, this course is prerequisite to other Education courses.

303 Introduction to Special Education  An overview of the recognized groups of exceptional children from severe mental retardation to giftedness. Programs of education for atypical children will be explored and will include discussions of PL 94-142 and current trends in special education.

307 Human Growth and Development  A survey course emphasizing the continuing developmental process from conception to death. An analysis of motor, sensory, cognitive, psychological and social-cultural values will be presented.

310 Spontaneous Drama  Experiential course for elementary and secondary teachers and others who will work actively with children in multicultural settings, to focus on the use of oral activities, storytelling, motor skills and social interaction as a means for personal satisfaction. Emphasis on using language energy as a springboard for problem-solving through movement and improvisation. Includes work with children to learn discipline techniques in ensemble situations. Acting experience not required. Prerequisite: EDUC 302 or permission of the instructor.

345 Social Studies in the Elementary School .5 unit  This course will concentrate on principles and materials for planning and carrying out a social studies curriculum. Problem-solving, sensory and experienced-based teaching strategies; practical aspects of using school-adopted texts will be analyzed. Prerequisites: EDUC 301, 302. Admission limited to those students who have been admitted to the Teacher Education Program.

348 Language Arts in the Elementary School .5 unit  This course will focus on teaching language arts as communication; emphasis on promoting the natural language of children in schools. Includes work with a small group of elementary school children. Requires concurrent enrollment in EDUC 349. Prerequisites: EDUC 301, 302. Admission limited to those students who have been admitted to the Teacher Education Program.

349 Reading in the Elementary School  Reading theory, procedures and materials for readiness, for developmental reading, and for reading in the content areas. There will be some teaching in the elementary classroom. Diagnostic reading testing is introduced as leading to teaching for best progression in the regular program and for children with special needs. Prerequisites: EDUC 301, 302 and admission to the Teacher Education Program.
Elementary School Mathematics  Course designed to integrate mathematics content and the teaching of elementary school mathematics. Mathematics topics fundamental to the mathematical understanding of elementary teachers will be stressed in addition to an examination of elementary school mathematics programs, goals and objectives. Emphasis will be on student understanding of mathematics concepts and on developing teaching strategies, skills and materials to help elementary children develop basic mathematics skills. Students will also examine current materials, laboratory approaches and use of calculators and microcomputers in the classroom.

Secondary Curriculum and Special Methods  Examination of secondary curriculum and instructional strategies specific to a student’s intended field of teaching. Stress is placed on ways of individualizing instruction in various fields to meet unique student needs. Students will gain experience in working with a variety of methods, both traditional and novel. Field experience is a major component of the course. To be taken concurrently with EDUC 360. Prerequisites: EDUC 301, 302. Admission limited to those students who have been admitted to the Teacher Education Program.

Participating in Secondary Reading  .5 unit  Reading problems, programs, and techniques of teaching reading for prospective middle and secondary school teachers. Emphasis on developmental reading and how learning can be student-centered. Field experience is a component of the course. To be taken concurrently with EDUC 359. Prerequisites: EDUC 301, 302. Admission limited to those students who have been admitted to the Teacher Education Program.

Science for the Elementary Teacher  .5 unit  An examination of elementary school science programs with special attention to the rationale, goals and objectives, educational, scientific, and psychological considerations to be made in the teaching of elementary science. Appropriate elementary science curriculum materials and resources will be examined and utilized. Special emphasis will be devoted to the laboratory and activity component of elementary science and the interrelationship of science to other elementary school subjects. To be taken concurrently with EDUC 350. Prerequisites: EDUC 301, 302. Admission limited to those students who have been admitted to the Teacher Education Program.

Student Teaching: Elementary  credit, 2-3.5 units  During student teaching in an elementary school classroom, potential teachers combine their personal skills with the knowledge and understanding gained from the University teacher education program. Student teachers will be assigned to certificated teachers in approved schools for this course. Normally, the student teacher will be working with one or two cooperating teachers on a full-time basis. Successful completion of student teaching is required for teacher certification. Prerequisite: Senior standing and School of Education endorsement. Mandatory Pass/Fail grading. Admission limited to those students who have been admitted to the Teacher Education Program.

Student Teaching: Secondary School  credit, 2-3.5 units  During student teaching in a secondary classroom, potential teachers combine personal skills with the knowledge and understanding gained from the University teacher education program. Student teachers will be assigned to certificated teachers in approved schools for this course. Normally, the student teacher will be working with one or two cooperating teachers on a full-time basis. Successful completion of student teaching is required for teacher certification. Prerequisite: Senior standing and School of Education endorsement. Mandatory Pass/Fail grading. Admission limited to those students who have been admitted to the Teacher Education Program.

Student Teaching: Music  credit, 2-3.5 units  A comprehensive student teaching experience in an elementary and secondary school setting. Required for all Music Education majors. Mandatory Pass/Fail grading.

Student Teaching: Special Education  2 units  A course where students combine their personal skills with the knowledge and understanding gained from the University teacher education program. Student teachers will be assigned to certificated teachers in approved schools. Successful completion is required for Special Education Certification. Prerequisite: Senior standing and School of Education endorsement.
407 Field Experience in Education credit, 1-4 units An in-depth involvement in a school classroom. The student will be expected to develop a proposal indicating the specific objectives to be pursued, the procedures for implementation, and procedures for evaluation. Prerequisite: School of Education endorsement. Endorsement to include successful completion of Elementary Education Program, or equivalent.

415 Contexts of Teaching .5 unit Through analysis and evaluation of selected socio-cultural forces which influence educational programs and institutions, each student should be able to define more precisely his or her values, assumptions, and role as teacher in the schools of America. Admission limited to those students who have been admitted to the Teacher Education Program.

416 Student Teaching Seminar .5 unit This course is designed to give students an opportunity to explore their personal theories of education and gain familiarity with the professional-political sphere in which they must function. To be taken concurrently with student teaching. Prerequisite: EDUC 415. Admission limited to those students who have been admitted to the Teacher Education Program. May be repeated for credit.

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. Prerequisite: Senior standing. Satisfies Comparative Values core requirement. Not offering 1984-85.

460 Production and Use of Educational Media Production of a variety of educational media: graphics, transparencies, tape recordings, slides, displays, games, TV presentations, and multi-media events. Discussion of possibilities for novel use of these and other materials. Evaluation of commercially prepared media materials.

470 Special Education Curriculum, Methods and Materials Developing instructional methods, materials, curriculum for children with learning disabilities. Students will write individualized educational programs.

471 Diagnosis and Remediation of Learning Disabilities Current practices in diagnosis and remediation. Emphasis will be on academic disorders, perceptual disorders, motor development and language.


483 Gifted Children Students will investigate definitions, origins, prevalence, and identification of giftedness. Educational programming and groupings will be discussed. Prerequisite: EDUC 303, or other appropriate background.

484 Contingency Management in the Classroom .5 unit Contingency management strategies for influencing behavior and promoting learning in the classroom. Prerequisite: EDUC 303.

493 Special Topics in Education Topics in education selected by students and faculty are studied in a seminar format.

495/496 Undergraduate Independent Study credit, .5-1 unit Independent study in specific areas; written proposals, in accordance with University guidelines, required in advance. Prerequisites: Permission of faculty supervisor and Director, School of Education.

Note: All 500 and 600 numbered courses may be found in the School of Education brochure. Graduate standing is required to register in courses numbered 500 and above.
Engineering, Three-Two Program

Director: H. James Clifford (on leave, 1984-85); Andrew Rex, Acting Director

About the Program
To meet the educational needs of the student interested in majoring in engineering who also wants a liberal arts component in his/her education, the University of Puget Sound has adopted a Three-Two Engineering Program. Students in the program, which is administered by a Pre-Engineering Advisory Committee in the science/mathematics departments of the University, spend their first three years taking a course of study prerequisite to engineering. Qualified students then transfer to one of the institutions with whom the University has an agreement, or appropriate other universities, and complete an additional two years of study in professional engineering courses. Upon successful completion of all coursework, a Bachelor of Arts Degree in Physics or Chemistry is awarded by the University of Puget Sound. The technical degree, the Bachelor of Science in Engineering, is also awarded by the engineering school. Should the student not transfer at the end of three years, he or she would be eligible to complete the Bachelor of Arts or Science degree in a selected discipline at the University of Puget Sound.

Currently the University has entered into agreements with Washington University (St. Louis), Columbia University, Washington State University and Oregon State University. Additional affiliations are being explored.

Students should be aware that entrance to a professional school is on a competitive basis and will require academic standing at a sufficient level to gain admittance after undergraduate preparation has been attained—similar to medical school and law school admissions. Students interested in learning more about the program are invited to contact Dr. Andrew Rex, Physics Department, or Laura O’Brady, Pre-Engineering Assistant.

In addition to satisfying the University Core requirements, students are required to complete the following:

2 units
Chemistry*
125/126, Principles of Chemistry I, II

1 unit
Computer Science
161, Introduction to Computer Science

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

4 units
Physics
121/122, General University Physics, I, II
305/306, Analytical Mechanics I, II

2-5 units
Engineering Specialty Course (ESC)
Additional coursework in chemistry, physics, mathematics or computer science, depending on the engineering specialty (e.g., prospective chemical engineers would take organic chemistry, prospective electrical engineers would take modern physics and electromagnetic theory, and computer engineers would take substantially more computer science courses).

*Students with sufficient background and preparation in high school chemistry and calculus may test out of one or both courses in Chemistry 125/126 and/or Mathematics 121/122.
English

Professor: Barry Bauska, Chair; Francis Cousens; Michael Curley; Charles Frank; Robert Gar- 
ratt; Tim Hansen; Florence R. Sandler; Rosemary Van Arsdel; Esther Wagner

Associate Professor: LeRoy Annis; Ralph Corkrum

Assistant Professor: Peter Greenfield; Hans Ostrom

Instructor: Gwen Towey; James Lyles; Julie Neff; Mary Turnbull

About the Department

The Department of English offers courses leading to a Bachelor of Arts degree, with concentra-
tions in literature, creative writing, and professional writing. The program in English empha-
sizes a reasonable balance between literature and writing for all majors. The study of literature 
is designed to provide both general background and an opportunity for specialized work in 
English or American traditions. The emphasis in creative writing permits introductory and 
advanced work in poetry, prose, and drama. The emphasis in professional writing stresses 
skills in a range of pertinent areas, including composition, rhetoric, newswriting, feature writ-
ing, editing, and various types of applied writing.

Language Requirement

The English Department strongly urges its majors to obtain speaking and writing competence 
in a foreign language. Students who satisfactorily complete two years of college-level language 
study (or its equivalent) are eligible to have "English Department Foreign Language Option 
Fulfilled" printed on their official permanent academic record. This 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.

Major Requirements

(9 units within the department, plus 3 units from ancillary courses)

The required survey courses, ENGL 241, 242, and 243, give the student an appreciation of 
the historical development of English and American literature along with basic methods for 
interpreting and understanding literary texts. As such, they are excellent preparatory courses 
for the serious study of literature. The Department of English strongly urges prospective majors 
to take these classes as early in their careers as possible, preferably before enrollment in 
advanced courses. Students who cannot take the surveys before enrollment in junior and 
senior classes in literature should plan to take the appropriate survey concurrently with 
advanced work.

Literature Emphasis: 9 unit requirement

I. Surveys: ENGL 241 & 242 (British Surveys) and 243 (American Survey)

II. Major Figures: 2 units required (one from A and one from B)

A. 351 or 352 (Shakespeare courses)

B. 359 (Chaucer) or 360 (major authors)

III. Literary Criticism: ENGL 414

IV. Period Courses: 2 units from any 400-level literature courses

V. One elective in literature

Writing Emphasis: 9 unit requirement, three units of survey (241, 242, 243) and six 
units as outlined below in the Creative Writing or Professional Writing emphasis.

I. Creative Writing (6 units)

A. Four units from the beginning and advanced course in two genres—poetry, fiction or 
playwriting

1. 202, 402 fiction

2. 203, 403 poetry

3. 204, 404 playwriting
B. Two units from
   1. 201 (Intermediate Composition)
   2. 301 (Advanced Composition)
   3. 209 (Introduction to Newswriting)
   4. 309 (Feature Writing)

II. Professional Writing (6 units)
   A. Three units from ENGL 201, 301, 209, 309
   B. ENGL 400 (Writing Institute) and 497 (Writing Internship)
   C. One unit from 202, 203, or 204

Ancillary Courses
(3 units)
The literature emphasis students must select one unit from Group I: The Classics, one unit from
Group II: The Bible, and one additional unit from either I, II or III. Students emphasizing writing
should take at least two courses designated (W), plus one more course from these lists.

I. Classics
   Art 321, 322
   Classics 222
   Greek 101, 102 (W)
   Honors 201
   Humanities 100 (W)
   Latin 101, 102 (W)

II. The Bible
   Honors 202
   Religion 251
   Religion 252

III. General Humanities
   Foreign Languages 200 (W)
   Humanities 101 (W)
   Humanities 305 (W)
   Philosophy 172 (W)
   Philosophy 215
   Philosophy 219
   Philosophy 443 (W)

Minor Requirements

Literature Emphasis: 5 units
I. Surveys: 2 units from 241, 242, 243;
II. Major Figures: One of the following—351, 352, 359, 360;
III. Two units from other literature courses at the 300-level or above, one of which must be at the
     400-level.

Writing Emphasis: 5 units
I. Creative Writing Emphasis
   A. Three of the following (at least one of which must be at the 400 level): 202, 203, 204, 402,
      403, 404;
   B. and two of the following (surveys): 241, 242, 243.
II. Professional Writing Emphasis
   A. Two of the following: 201, 301, 209, 309;
   B. ENGL 400;
   C. Two of the following (surveys): 241, 242, 243.
Course Offerings

101  **Freshman Writing**  Extensive and intensive practice in writing, with particular readings selected by each instructor, according to the special interest of the seminar. The course also includes frequent student-teacher conferences. Seminar topics include Characters in Conflict, Greek Heritage, Literary Perspectives on American Civilization, Mythology: Primitive and Contemporary, Search for Meaning and Value, About Ideas, Literature and American Cultural Groups, Modern Literature, Understanding and Evaluating Literature, Literature of Education, History: The Biographical Approach, Developing a Personal Writing Style, Expository Writing, Rebel in Literature, Persuasive Writing. Satisfies Written Communication core requirement.

151  **Writing Review**  An intensive writing course for students who want to develop their confidence and competence in writing. This course will include work on grammar and usage, organization and development of ideas, structuring of sentences and paragraphs, and construction of essays. **Prerequisite:** ENGL 101.

201  **Intermediate Composition**  An intensive writing course for students who have writing competency as demonstrated by the achievement of at least a "B" in ENGL 101 or by other arrangement with the department. This course will give attention to analytical thinking, the rhetorical situation, the writer's responsibilities, and the revising and editing process. **Prerequisite:** ENGL 101.

202  **Introductory Creative Writing: Prose**  Introduction to the theory and practice of writing short fiction. Satisfies the Fine Arts core requirement.

203  **Introductory Creative Writing: Poetry**  Introduction to the theory and practice of writing poetry. Satisfies Fine Arts core requirement.

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. Guest speakers from mass media.

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

220  **Introduction to Literature**  Literature as a particular kind of human creative expression; how the stories, dramas and poems differ from other written materials. Satisfies the Fine Arts core requirement.

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. Satisfies the Historical Perspective core requirement.

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

234  **Autobiography/Biography: The Self as Hero**  In this course the student will examine autobiography and biography as forms of literature, focusing on the writer as subject and the problem of objectivity. Special consideration is given to the ideas of what the writer wishes to reveal about himself or herself in autobiography. Satisfies the Humanistic Perspective core requirement.

235  **Women in Literature**  The feminine experience in its literary expression; the varying images of women in literature; women who have become successful authors. Satisfies the Humanistic Perspective core requirement.

237  **Popular Literature**  Mystery stories, romance, westerns, counter-culture literature, propaganda, and science fiction; how popular literature draws upon a rich and complex tradition of theme, genre, language, character.
241/242 Survey of British Literature I,II  Historical and critical survey of British literature, from beginning to present. Each course satisfies the 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.

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

301 Writing and Rhetoric  This class examines the various methods and strategies by which writing may be approached: description, personal experience, process, cause and effect, classification, definition, comparison/contrast, analogy, analysis and persuasive argument. Students will have the opportunity to present their own work before members of the class and to involve themselves with careful revision of their own writing.

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

305 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 sound, structure, and meaning in natural languages and their implications for so-called artificial languages and symbol-systems. Satisfies the Comparative Values core requirement.

309 Feature Writing  Reporting and writing of public affairs, personality interviews, interpretive stories and critical reviews of film and local art events. Prerequisite: ENGL 209 or permission of the instructor.

314 Critical Perspectives on Literature  Diverse analytical approaches to literature are studied to illuminate the relationships between literature and cultural values. American, Continental, and Third World Literature are analyzed by means of historical, biographical, philosophical, psychological, Marxist, feminist, and other methods of literary analysis. Writers such as Shakespeare, Keats, Eliot, Defoe, Austen, Conrad, Dickinson, Hawthorne, Melville are read in depth. Intended primarily for the non-major. Satisfies the Comparative Values core requirement.

330 Poetry/Politics in 16th and 17th Century England  An historical and literary analysis tracing the ramifications of the Protestant Reformation and the concepts of liberty, authority, and the state through Cromwellian Revolution and the Stuart Restoration. Milton, Marvell and Dryden will be emphasized. Also see HIST 330.

342 Literature of Place, Journey, and Pilgrimage in China and Japan  An introduction to the literary traditions of China and Japan, concentrating on places and journeys of cultural significance. Taught as part of the Pacific Rim Program.

351 Shakespeare  A study of Shakespeare’s plays (6-10) and selected criticism. The plays to be read will usually come from the canon before 1601, and they will represent the sub-genres: comedy, tragedy, and history. Close and critical reading will emphasize the metaphoric power of Shakespeare’s poetry, the rhythms established within character and plot, the patterns of imagery, the symbolic actions that reinforce theme and story line, the practical considerations of stagecraft, and the emergence of dominant ideas.
352 Shakespeare A study of Shakespeare’s plays (6-10) and selected criticism. The plays to be read will usually come from the canon of 1601 and after, and they will represent the sub-genres: comedy, tragedy, and history. Close and critical reading will emphasize the metaphoric power of Shakespeare’s poetry, the rhythms established within character and plot, the patterns of imagery, the symbolic actions that reinforce theme and story line, the practical considerations of stagecraft, and the emergence of dominant ideas.

359 Chaucer A general introduction to the major and some of the minor poetry of Chaucer. Students will be taught to read Middle English at an early stage in the course so that the poems can be easily read in Chaucer’s own words. The literature will be seen against the rich and complex backdrop of fourteenth-century war, politics, social struggle and cultural development.

360 Major Authors Selected major writers in English, American, and world literature. A different selection offered each term. Such writers as Dickens, Yeats, Twain, Faulkner, Proust, and Dostoevski will be studied. May be repeated for credit.

361 Dickens’ London Charles Dickens, probably the finest novelist London has ever produced, is studied in the context of this great city. The novels not only gain interest from an exploration of their background, they also become more significant in terms of symbolism and themes. The winding alleys of the city, for example, help us to understand Dickens’ message about the circumscribed ways of the law in Bleak House. By selecting four important works from the four working decades of Dickens’ life, this course will trace his development from a young journalist to a mature novelist. When possible, walks around Dickens’ territory will be included. Taught as part of the ILACA London Program.

362 Literary Genre: Poetry Satisfies the Fine Arts core requirement.
363 Literary Genre: Drama Satisfies the Fine Arts core requirement.
364 Literary Genre: Prose (Fiction) Satisfies the Fine Arts core requirement.
365 Literary Genre: Prose (Non-Fiction)

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

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

368 The Great London Tradition London has, during its long history, excited a great many people, particularly writers. This survey will concentrate on famous English poets, playwrights, and novelists who have drawn their inspiration from the city. Medieval literature is represented by one of our greatest, as well as most humorous poets. Chaucer, while the Elizabethan age is approached through the eyes of Shakespeare. Defoe helps us to understand the 17th century, Dr. Johnson the eighteenth, and Dickens, the nineteenth. Finally, with Virginia Woolf we come to the more radical experiments of the twentieth century. Each writer will be seen against his or her background, and students will be expected to read at least one text by each of the six authors. Wherever possible, these texts will also be illustrated by a walk around their actual settings. Taught as part of the ILACA London Program.

400/497 The Writing Institute/The Writing Internship 1 unit each Advanced courses for experienced writers expecting to use writing seriously in careers. The 400 course is spent in the classroom. There is an intensive review of the principles of language, combined with guest lecturers, and workshops on such things as technical writing, graphics, compiling a portfolio, and the elementary principles of journalism. Attention is paid to editing, proof-reading, and revision. The second semester, 497, is a writing internship in a business, professional, or scientific situation where people are hired because they can write. Prerequisites: For 400, at least two writing courses and consent of the instructor; for 497, 400

402 Advanced Creative Writing: Prose Advanced studies in the writing of short fiction. Prerequisite: ENGL 202 or permission of the instructor.
403 **Advanced Creative Writing: Poetry** Advanced studies in the writing of poetry. 
*Prerequisite: ENGL 203 or permission of the instructor.*

414 **The History and Tradition of Literary Criticism** This class examines the major texts in literary criticism from the ancient Greeks to important modern critics. Stressed is the historical development of literary criticism from the classical period in Greece and Rome through the medieval and Renaissance expressions to neoclassic, romantic, and modern positions. Key texts from these periods are studied both for their historical, cultural, and literary significance and for the recurrently central themes they embody. A typical class might consider such critics as Aristotle, Plato, Dante, Sidney, Dryden, Coleridge, Arnold, Frye, Millet, and Eagleton.

421 **Colonial American Literature** Primarily, the literature of colonial 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 selfconsciouness.

422 **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 **American Literature: The Civil War to WWI** Major writers and trends in American literature between the Civil War and World War I.

424 **American Literature Since WWI** Major writers and trends in American literature since World War I. Satisfies Comparative Values core requirement.

448 **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.

450 **The English Renaissance** The major literary figures of the English Renaissance, including Sidney, Marlowe, and Spenser. Emphasis on poetry and drama. Credit will be granted for ENGL 450 or 452, but not both.

451 **Shakespeare at Ashland** A study of the dramatic works of William Shakespeare, through reading the plays and seeing them produced at the Ashland Oregon Shakespeare Festival. Students may choose to concentrate especially on the teaching of Shakespeare, and on the Shakespearean stage itself as an educational experience. Satisfies the Fine Arts core requirement.

452 **Literature of the English Renaissance and Reformation** A study of the literary works that belong to the English Reformation, through the Tudor period and into the reign of James I. These include More's *Utopia*, the poetry of Spenser and Donne, and the King James Version of the Bible. The course lays out the different spiritual and aesthetic styles and the religious issues which influenced the subject matter and form of the literature. Also see REL 452. Credit will be granted for ENGL 450 or 452, but not both.

453 **Milton and His Contemporaries** Major poems of Milton; works by other writers of the 17th century, including Donne, Herbert and Marvell.

456 **The Age of Wit** 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 **The English Romantics** This class considers the prose and poetry of late 18th and early 19th century English writers, including Blake, Wordsworth, Byron, Keats, Shelley, Hazlitt, and Lamb. It also deals with the broad aspects of Romanticism as a cultural and a philosophical
movement, examining the intellectual tradition from Kant and Bentham to Hegel and the early Marx. Satisfies Comparative Values core requirement.

458 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 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 Modern British Literature An examination of important literary movements—symbolism, Freudianism, realism and nationalism—through the works of major 20th century writers of Britain and Ireland.

480 Crosscurrents Review .25 activity credit The program requires editing, reviewing, criticizing, and oral discussion of all manuscripts and art work on a weekly basis. Active promotion and publicizing of Crosscurrents Review and in managing the Crosscurrents organization as a whole.

Environmental Science

Associate Professor: Jeffrey Bland; L. Curtis Mehlhaff

About the Program
Although a major in Environmental Science is not offered, coursework is available to provide an introduction to environmental questions and perspectives on the study of the environment. Related coursework is offered in the following departments: Chemistry, Biology, Geology, Economics, Urban Affairs, and Physics.

Course Offerings

105 Earth and Environmental Science Interdisciplinary course acquaints the non-science major with the earth as a closed system in relation to man; his socio-economic systems; pollution. Field trips; outside speakers; group laboratory experiences. Meets a Natural World core requirement.

310 Environmental Protection: British and American Strategies Current and historic environmental problems will be featured as part of this on-site course. Concerns of air, water, and land pollution, population growth, and the environment, and the development of adequate energy and material resources will be reviewed. Attitudes toward the environment will be exemplified by considering case histories of major technological problems. British successes in restoring air and water quality in the London area will be analyzed and contrasted with similar efforts in America. Students will make written and oral presentations on an environmental case study of their choosing involving contact with their subject through interviews, site visits, and information gathered from the British press. Taught as part of the ILACA London Program.

Foreign Languages and Literature

Professor: Esperanza Gurza (on leave Fall 1984/Salamanca Program Spring 1985); Jacqueline Martin

Associate Professor: Michel Rocchi, Chair

Assistant Professor: Elizabeth R. Primavera; David F. Tinsley

Instructor: Judith A. Tyson
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 using a variety of methods that provide instruction in communication skills, cultural awareness and historic perspective. On the upper level, courses are offered in advanced studies in Language, Culture, and Literature.

The Department is fully committed to the concept of study-abroad. In this connection, individual programs are arranged for study in Francophone or Germanic countries for advanced students. We also jointly sponsor study-abroad semesters in Salamanca, Spain and Guadalajara, Mexico. A semester in Dijon, France will begin in Spring 1985. Details of these programs may be obtained from Department advisors.

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.

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

Requirements for the Major

BA 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.

BA Degree in Foreign Languages/International Affairs
1) Required Core, three units: P&G 102, ECON 110, and CSOC 216 or 240;
2) Language component: Completion of six units in one foreign language, at the 201 level or above (two of them must be at the 300 level or above) to include 310. Japanese: Five units of Japanese and HUM 106 or another course by arrangement;
3) International Politics: Completion of any two units from the following: P&G 221, 231, 324, 330, 332;
4) Electives: Students may elect one of the following two tracks: Business and Economics emphasis or Historical emphasis. Business and Economics requires: ECON 101 and two units of ECON 371, BPA 471 or BPA 472. Historical emphasis with Western concentration requires HIST 102 or HUM 101 and two units (at least one 300/400) in one of the following: Continental: HIST 306, 309, and (328 or 329); British Isles: HIST 230, 231, 332; Spanish: HIST 323, 324, 333. Historical emphasis with Asian concentration requires Asian Studies 144 or 150 and two units (at least one 300/400) of the following: HIST 245, 247, 346, 348; P&G 333. Students must plan their coursework in close consultation with department advisors. Total: 14 units.

BA Degree in Modern Languages and Comparative Literature
1) Completion of six units in one foreign language, at the 201 level or above, two of them must be in the national literature;
2) Completion of four units in a second language on the 200 level or above, one of which must be in the national literature. By arrangement, up to two of these four units may be courses in World Literature (Anglo/American/Asian/Classics) on the 300 level or above and must be in the areas of major authors, themes, or periods;
3) Completion of one unit of Linguistics (FL 200 or ENGL 305);
4) Completion of one unit in literary theory (FL 300 or ENGL 314). Total: 12 units.

Teaching Certification
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 Minor
French, German, and Spanish: Completion of a minimum of five units in one language at the 201 level or above. Japanese: Completion of 5 units—101, 102, 201, 202, and 260.

Transfer of Units
Foreign Language coursework completed at other accredited institutions may be accepted toward major areas of concentration, up to the following maximums and conditions:
- Major in French, German or Spanish—four units
- Major in Modern Languages & Comparative Literature—three units
  (two for first language, one in the second)
- Major in Foreign Language/International Affairs—four units
  (two for the language component, two for the remaining)
- Minor in French, German, Japanese or Spanish—two units

Advanced Placement Examinations with scores of 4 or 5 may be petitioned to the department for application toward majors or minors for a maximum of one unit on the 200 level.

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

Note: Only grades of C or above will be applied toward all courses for any major or minor offered by the Foreign Language Department.

Course Offerings
Foreign Language: (Taught in English)

100 Basic Linguistics and Language Learning Theories of language, first language acquisition and second language learning. Application of the theories and limited practice in the learning of representative languages.

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

200 Introduction to Linguistics Stress on transformational grammar, generative syntax, formal systems, bilingualism, philology, and formal logic.

395 Islamic Tradition A comparative study of the Islamic world and western ideology. Satisfies the Comparative Values core requirement.

French
*Asterisks indicate that special sessions in English are arranged at the instructor’s discretion.

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

103 Intensive French for Speaking An intensive introduction to the basics of French vocabulary, grammar and usage. Emphasis will be on acquiring the ability to use the language in conversational situations. Reading and writing will also be required. This course will normally be offered during the Summer Session.

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

240 Contemporary Cultural Perspectives Readings, writing and discussions based upon civilization and culture of France.

270  Advanced 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*  19th Century French Literature  Literary highlights from the 19th century movements and close readings of selected texts. Examination of the interplay among the world of ideas and the political scene in France.

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. Study of masterpieces reflecting the intellectual, political, philosophical and artistic changes.

410*  Existential Literature  Study of leading literary works of the Existential movement.

450  Medieval Literature  Study of masterpieces reflecting the intellectual, political, philosophical and artistic changes of the medieval and Renaissance periods in France. Satisfies the Comparative Values core requirement.

480*  Seminar in French Literature  Synthesis of various aspects of literary studies. Topics to meet special needs. Since content changes, this course may be repeated for credit.

German

*Asterisks indicate that special sessions in English are arranged at the instructor's discretion.

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

103  Intensive German for Speaking  An intensive introduction to the basics of German vocabulary, grammar and usage. Emphasis will be on acquiring the ability to use the language in conversational situations. Reading and writing also will be required. This course will normally be offered during Summer Session.

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

240  Contemporary Cultural Perspective  Readings, writing and discussions based upon civilization and culture of the German speaking countries.

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

270  Advanced German Writing  Fundamentals of composition. Practice in various styles of writing.

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 the 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. Satisfies the Humanistic Perspective core requirement.

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

350  Romanticism and Revolution  Literary highlights from the 19th century periods of Romanticism, Junges Deutschland (awakening Nationalism), and Poetic Realism, together with historical, cultural and philosophical background materials.
**Foreign Languages and Literature**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>380*</td>
<td>The Age of Goethe</td>
<td>Readings and discussion of major works of the classical period of German literature.</td>
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<tr>
<td>410</td>
<td>20th Century German Literature</td>
<td>Examinations of individual visions of and reactions to the general context of cultural crises in 20th century Germany.</td>
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<tr>
<td>450</td>
<td>Medieval Literature</td>
<td>Study of masterpieces reflecting the intellectual, political, philosophical and artistic changes of the medieval and Renaissance periods in France. Satisfies the Comparative Values core requirement.</td>
</tr>
<tr>
<td>480*</td>
<td>Seminar in German Literature</td>
<td>Synthesis of various aspects of literary studies. Since content changes, this course may be repeated for credit.</td>
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<td></td>
<td>Greek</td>
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<tr>
<td>101</td>
<td>Introduction to Ancient Greek I</td>
<td>This course will be an introduction to classical Greek: The Greek of Athens in the 5th and 4th centuries B.C. Though primarily designed to provide an introduction to the language of Greek tragedy and philosophy, the course will also serve as a foundation for reading Greek of the New Testament. Special emphasis will be placed on the sound of Greek.</td>
</tr>
<tr>
<td>102</td>
<td>Introduction to Ancient Greek II</td>
<td>This course is a continuation of 101. The first third of the course will be taken up with consolidation and completion of the introduction to basic grammar and syntax initiated in Greek 101. The rest of the class will be devoted to a reading of Plato’s Apology.</td>
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<tr>
<td></td>
<td>Japanese</td>
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<tr>
<td>101/102</td>
<td>Elementary Japanese</td>
<td>Classroom and laboratory practice to develop basic aural, oral, reading and writing skills.</td>
</tr>
<tr>
<td>201/202</td>
<td>Intermediate Japanese</td>
<td>Classroom and laboratory practice to develop intermediate aural, oral, reading and writing skills.</td>
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<tr>
<td>260</td>
<td>Advanced Japanese</td>
<td>Classroom and laboratory practice to develop advanced level aural, oral, reading and writing skills and consolidation of grammatical forms previously studied. Prerequisite: JAPN 202.</td>
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<tr>
<td></td>
<td>Latin</td>
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<tr>
<td>101/102</td>
<td>Elementary Latin</td>
<td>Development of basic reading and writing skills.</td>
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<tr>
<td></td>
<td>Spanish</td>
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<td></td>
<td>*Asterisks indicate that special sessions in English are arranged at the instructor’s discretion.</td>
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<tr>
<td>101/102</td>
<td>Elementary Spanish</td>
<td>Classroom and laboratory practice to develop basic aural, oral, reading and writing skills.</td>
</tr>
<tr>
<td>103</td>
<td>Intensive Spanish for Speaking</td>
<td>An intensive introduction to the basics of Spanish vocabulary, grammar and usage. Emphasis will be on acquiring the ability to use the language in conversational situations. Reading and writing will also be required. This course will normally be offered during the Summer Session.</td>
</tr>
<tr>
<td>104</td>
<td>Intensive Spanish for Reading</td>
<td>An intensive introduction to the basics of Spanish vocabulary, grammar and usage. Emphasis will be on acquiring the ability to read and write. Specially designed for those who wish to cover, in a short time, as much grammar as is found in the average first-year college textbook. This course will normally be offered during the Summer Session.</td>
</tr>
<tr>
<td>201/202</td>
<td>Intermediate Spanish</td>
<td>Review of grammar, oral and written composition, readings of contemporary authors.</td>
</tr>
<tr>
<td>240</td>
<td>Contemporary Cultural Perspectives</td>
<td>Readings, writing and discussions based upon the civilization and culture of the Hispanic world.</td>
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</tbody>
</table>
Foreign Languages and Literature

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

270  Advanced Spanish Writing  Fundamentals of composition. Practice in various styles of writing.

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

350  18th and 19th Century Spanish Literature  A survey of Spanish literature between its two golden ages; close reading of selected texts; consideration of the Enlightenment, Romanticism and Realism in a Spanish context; and examination of interplay among society, politics, art and literature.

390  20th Century Spanish Literature  Content may vary from the study of the generation of '98 to the period prior to the Civil War or post-Civil War period to our days.

420*  Latin American Literature  Content may vary from contemporary Latin American literature to specific genre, study or highlights of the literature of a selected Latin American country.

430*  The Golden Age of Spanish Literature  Survey of the Spanish Golden Age with in-depth study of selected masterpieces.

450  Medieval Literature  Study of masterpieces of Spanish literature from its origins to 1500 AD. Satisfies the Comparative Values core requirement.

480*  Seminar in Spanish Literature  Synthesis of various aspects of literary studies. Topics to meet special needs. Since content changes, this course may be repeated for credit.

Guadalajara, Mexico and Salamanca, Spain Programs

195  Mexican Revolution—Its Political, Social, and Cultural Importance  In this course students will examine the effect of the Mexican Revolution on the political, social, and cultural life of Mexico. In addition to causing profound political upheaval, just as importantly, the Mexican Revolution initiated a period of national soul-searching which manifests itself in essays, novels, and paintings. These topics will form the core of the course. To give a point of comparison, the course will begin with the study of Mexican society under the regime of Porfirio Diaz through the administration of President Lazaro Cardenas in 1940. Taught only as part of the ILACA Guadalajara, Mexico Program.

265  Third-Year Spanish  Advanced study of Spanish phonetics, morphology, syntax, and semantics through the reading and analysis of representative texts. Taught only as part of the ILACA Guadalajara, Mexico and Salamanca, Spain programs.

305  Contrasts of Spain  The study of geography, folklore and music of Spain as integrative parts of its character and personality. Also included in the study will be physical characteristics, economics, demography, and population. Taught only as part of the ILACA Salamanca, Spain Program.

365  Fourth-Year Grammar and Composition  Advanced work in the history of the Spanish language, syntax, stylistics and composition; continuing work on phonology, with special attention to phonetic and phonological dialectal variants. Taught only as part of the ILACA Salamanca, Spain Program.

Geology

Professor: J. Stewart Lowther, Chair
Associate Professor: Albert A. Eggers
About the Department
The Geology Department has modern, well-equipped facilities designed to support a program which integrates classroom, laboratory and field studies and also takes advantage of the local and regional geologic setting. Among special interests of the Geology faculty are volcanic rocks (Cascades and Columbia River Plateau), sedimentary processes (Puget Sound) and Pleistocene geology (Puget Lowland).

Other areas of faculty concern are Paleobotany and Environmental Geology. Geology majors have recently undertaken expeditions to study volcanoes and other geological features of Central America. UPS Geology faculty and students were involved in monitoring the volcanic activity of Mount St. Helens when 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), and a scanning electron microscope. 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 GEOL 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 MATH 122 (221, 232 or 301 are optional but recommended). CHEM 120/121 or 125/126. PHYS 111/112 or 121/122. Three additional units beyond the introductory level are optional but recommended;
3) Completion of a language requirement which can be met in one of the following ways: Completion of a 202 level language course in French or German. Passing an examination in translation of French, German, or Spanish geologic literature into English. Completing CSCI 161, MATH 271, plus one 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 "minisessions" during which a student has an option of one of the three "minicourses." Titles and schedule of specific topics will be available at the time of registration. Examples of possible minicourses are World of Water, The Oceans, Volcanoes and Earthquakes. Meets a Natural World core requirement.
102  **Principles of 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. Includes laboratory. **Prerequisite:** GEOL 101 or permission of the instructor. Meets a Natural World core requirement.

201  **Elements of Mineralogy**  A study of the physics and chemistry of minerals: mineral identification, classical and X-ray crystallography, crystal chemistry, optical mineralogy, and mineral genesis. **Prerequisites:** GEOL 101 and the instructor's permission (students with background in chemistry or physics).

202  **Petrology and Field Methods**  A study of the properties and genesis of igneous, sedimentary and metamorphic rocks and specimen description and identification; outcrop observation; mapping techniques; and geological report writing. **Prerequisite:** GEOL 201 or the instructor's permission (students having 2 semesters of university chemistry).

204  **The Geological Environment of Man**  Geological basis for technological man's existence and potential for survival; emphasis on mineral resources—metallic and industrial; organic, inorganic energy sources, surface and underground water; geological factors controlling construction of dams, highways, other major structures. Influence of geology on policy decisions of public and private institutions. **Prerequisite:** Two college level courses in science, one of which must be in Geology, or the instructor's permission.

301  **Paleontology**  A study of all aspects of prehistoric life with emphasis on fossil invertebrates and fossil plants. **Prerequisites:** GEOL 102 and 202 or two semesters of biology.

302  **Structural Geology**  Study of earth's architecture and structural features of rocks. **Prerequisites:** GEOL 201, 202.

401  **Stratigraphy and Sedimentology**  Study of the classification, correlation, relationships and interpretation of rock strata, and of the properties and identification of sediments and sedimentary rocks. **Prerequisites:** GEOL 201, 202, 301, 302.

402  **Geomorphology**  Detailed study of agents, processes and products involved in landscape development. Special emphasis is on the effect of the Pleistocene (Ice Age) climate on landforms, and regional landscape features of North America physiographic provinces. **Prerequisite:** Senior standing as a Geology major, or the instructor's permission.

492  **Senior Thesis**  Research and preparation of a senior thesis under the supervision of a faculty member.

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**History**

Professor: Wolfred Bauer; Walter E. Lowrie; David F. Smith; Theodore Taranovski

Associate Professor: Suzanne W. Barnett; Terry Cooney, Chair (on leave, Spring 1985)

Assistant Professor: William Breitenbach (on leave, Fall/Spring 1984/85)

**About the Department**

The University offers a strong program in the Department of History, because the study of History is an essential component of a high-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 that have happened in the past and
determined the present. Such study encourages them to know themselves and to appreciate
societies that are different from their own.

In providing high-quality training for students studying in the field of history, the Depart-
ment'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 most do not require previous work in the
field. Courses are numbered at three levels, which indicate increasing degrees of sophistica-
tion, difficulty of material, and workload. Numbers within each level, however, reflect the area
of history and not the degree of difficulty. All courses aim to offer intellectual excitement for stu-
dents 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 par-
ticular 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 that 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 concentra-
tion; and HIST 391 or 392 (normally taken 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 European History, American History, or Asian
History;
4) At least five of the ten 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) A GPA of 2.0 is required for the major; only courses in which a student has received a grade
of C or better can count toward the major;
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 HIST 391 or 392;
five additional units in History, three of which must be in one of the following areas of con-
centration: 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) A GPA of 2.0 is required for the minor; only courses in which a student has received a grade
of C— or better can count toward the minor;
5) Any deviation from these requirements must be approved by the History faculty meeting as a
whole and must be in writing.

Course Offerings

Courses are offered once annually unless otherwise indicated.

101 Roots of the Western Experience Modern Western men and women cannot hope to
understand themselves adequately without the perspective of their five thousand years of civi-
lized experience. Roots analyzes many facets of human endeavor from antiquity to the seven-
teenth century, primarily from the perspective of an examination of relationships between eco-
nomic factors and the essential nature of the social, political, and ideological systems of each
society studied. Students will increase their understanding and awareness of themselves and their past, including an appreciation for continuities and discontinuities in the many generations and societies since ancient Sumeria and Egypt. Students will also be introduced to the attitudes and methodology of historical inquiry. Satisfies the Historical Perspective core requirement.

102A  Western Civilization: The Rise of the Modern State  A thematic introduction to modern European history (15th-20th centuries). Institutional and organizational evolution in the modern state and of socio-economic forces that 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 the Historical Perspective core requirement.

102B  Western Civilization: The Rise of an Industrial Society  The development of social and political forces that have shaped modern Europe since the Industrial Revolution. Satisfies the Historical Perspective core requirement.

152  Survey of United States History to 1877  This course traces the development of American society and culture from the colonial period through Reconstruction. It will focus on two related themes in the history of the American people: the perennial struggle to balance freedom and order, and the continuing effort to puzzle out what it means to be American. Satisfies the Historical Perspective core requirement.

153  The United States Since 1877: A Perspective on American Concerns  This course will provide a survey of modern American history, considering both the texture of historical issues in their own time and the relationship between past and present. Each time the course is offered, particular emphasis will fall on two or three themes chosen from economic, political, social, and diplomatic history. Sources will include general texts, specialized studies, primary documents, and literary materials. The course will address the question of how historians work as well as the conclusions they reach. Satisfies the Historical Perspective core requirement.

163  American Religious History to 1865  An investigation of some of the religious leaders, movements, and ideas that shaped and shook American society from colonial times through the Civil War. Emphasis is on the interplay of theology, religious experience, and social concerns. Not offered 1984-85. Satisfies the Historical Perspective core requirement.

211  History of Ancient Greece  This course will provide a survey of Greek history from the Minoan and Mycenaean era (2nd Millennium B.C.) to the death of Alexander the Great (323 B.C.). This will be less a chronicle of events than an analysis of the changing nature of Greek society. In addition to the modern text, Greek historians will be read. Also CLSC 211. Offered alternate years; offered 1984-85. Satisfies the Historical Perspective core requirement.

212  Roman History  How did a tiny farming village on the Tiber become mistress of an empire stretching from Britain to Arabia? This course will explore the political institutions, social structures, and cultural habits and attitudes which enabled Rome "to make what was once a city into a world." Special units will be devoted to Roman constitutional developments and their survivals in the modern world; Roman law and the administrations of a world empire; Roman social relations and daily life; the religions of the Roman world (including Christianity); and Roman culture (art, architecture, literature, education). Considerable attention will also be devoted to the nature and causes of the so-called "decline and fall" of the Roman Empire. Also CLSC 212. Offered alternate years; next given 1985-86. Satisfies the Historical Perspective core requirement.

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. Offered alternate years; offered 1984-85. Satisfies the Historical Perspective core requirement.
231 Is Britain Dying? An assessment both of the problems and achievements of British society in the 20th century. Offered alternate years; offered 1984-85. Satisfies the 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 ILACA 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 alternate years; next given 1985-86. Satisfies the Historical Perspective core requirement.

247 The Forging of the Japanese Tradition Introductory survey of Japanese culture from its beginnings to about 1840. The central concern is 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 alternate years; next given 1984-85. Satisfies the Historical Perspective core requirement.

255 American Intellectual History to 1865 This course will examine the works of some of the more important American intellectuals who lived and wrote in the years before the Civil War. The approach will be biographical and the aim will be to relate the ideas to the social, political, and personal situations of the thinkers. Special attention will be given to the ways that these intellectuals dealt with the tension between antinomian individualism and social responsibility. Satisfies the Humanistic core requirement. Not offered 1984-85.

256 American Intellectual History Since 1865 Giving primary attention to major ideas and intellectual movements in modern U.S. history while not neglecting more popular attitudes and enthusiasms, this course will emphasize original sources in the examination of such topics as the response to industrialization, the impact of evolutionary ideas, patterns of reform thought, theoretical options for blacks, ideas about the status of women, views of America’s position in the world, and strains of rebellion and affirmation in American culture. Offered alternate years. Satisfies the 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. An examination through writing, art, and films of changing attitudes from discovery of the New World to the present. Offered alternate years. Satisfies the Historical Perspective core requirement.

264 Fiction and American History This course studies nineteenth-century America by using works of fiction as historical sources. Novels and stories by great, near-great, and not-so-great American authors will be read for their historical value rather than their literary merit. These nineteenth-century artistic interpretations of American life will be compared with interpretations advanced by twentieth-century historians. Not offered 1984-85. Satisfies the Historical Perspective core requirement.

271 Civil War and Reconstruction This course will examine one of the most exciting and important periods in American history: The Civil War and Reconstruction. Its focus will be both political and social and students will be introduced to a variety of historical writings. These will include scholarly articles, historical documents, and classic novels. Major topics covered will be slavery and the question of race in American history, the effect of war on men and women, the question of power and succession, the emergence of Jim Crow and the legacy of the sectional crisis. Satisfies the Historical Perspective core requirement.

302 The Birth of Europe Survey of Medieval west from 5th century to about 1100 AD: the fall of Rome, the “barbarian” invasions, the rise of Islam, Viking attacks, the foundations of the medieval church and the development of the kingdoms of France, Germany, and Britain.
303 The Middle Ages  An examination of the medieval world (ca.500-1500) from a socio-economic-cultural perspective, focusing on the world in which medieval people lived. Topics studied include economic development and social change; achievement of a dynamic, distinctive European intellectual and aesthetic structure; triumph and decline of the Church; analysis of popular religious movements; development of political institutions in Western and Central Europe; the problem of the decay of medieval civilization. Offered alternate years; next given 1985-86.

304 Renaissance Europe  This course will examine traditional and non-traditional interpretations of the Renaissance by tracing the impact of humanism in Italy and Northern Europe between 1350-1530. Emphasis will be placed on the political, economic and social climate that produced achievements in science, political and social theory, education based on the revival of antiquity. The nature of religion during the period will be discussed in terms of popular culture and Christian humanism. An understanding of the epoch will be enhanced by examination of the works of some of the leading figures who contributed to the culture of the Renaissance: Machiavelli, Castiglione, Sir Thomas Moore, Erasmus, etc.

305 Reformation Europe  This course will examine changes that took place in sixteenth and early seventeenth century Europe during the transformation. Religious and political events and movements will be discussed in conjunction with the social and economic developments of the century. Particular attention will be given to the nature of the religious reformation, both Protestant and Catholic, and its impact in the different areas of Europe. Offered alternate years; given 1984-85.

306 The Modernization of Europe: From Agrarian to Industrial Society  The transformation of European society from an ideologically traditional, village-centered political, social, and economic life to an ideologically "revolutionary," urban-, factory- and government-centered existence. This process of modernization, the product of numerous antecedents, took essential, perhaps irrevocable, form during the eighteenth century: profound demographic, economic, political, and social movements began to alter, to reshape much of the European existence.

309 European Peasants and Their World  An examination of the European peasant world from the Middle Ages through the twentieth century. Beginning with the problem of defining and identifying "peasants," the class will proceed to examine peasant economic, social, and political organization, peasant cultures and mentalities. The study of all these aspects will lead to an understanding of peasant value systems. Special attention will be given to the process of change as the peasant world, and their value systems, responding to forces within and external to peasant society during the past seven hundred years, finally succumbed before the significantly different structures and value systems represented by the term "modernization." Satisfies the Comparative Values core requirement.

314 Medieval Church  An examination of the structural and conceptual development of medieval Christianity, as an organization and a body of ideas, from about AD 500 to the eve of the Reformation. Attention will be paid to areas of consensus as well as of conflict, e.g., the crusades, heresy and Inquisition, Jews and other minorities within Christendom. Permission of instructor required. Offered one time only: Fall 1984.

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. Offered alternate years; next given 1985-86.

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 underlining breaks as well as continuities between past and present. Offered alternate years; given 1984-85.

324 History of Russia and the Soviet Union since 1861  Russian Imperial state and society; revolutionary movements; causes of I905 and I917 revolutions; Soviet Union and the modernization of Russia. Offered alternate years; given 1984-85.
328 France: The Development of National Identity 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.


330 Poetry and Politics in 16th and 17th Century England A historical and literary analysis tracing the ramifications of the Protestant Reformation and the concepts of liberty, authority, and state through Cromwellian Revolution and the Stuart Restoration. Particular attention to Milton, Marvell and Dryden. Offered alternate years; not offered 1984-85. Also see ENGL 330/530.

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, Offered alternate years.

333 Russia and the West: Search for Cultural Identity Cultural interaction between between Russia and the West as reflected in ideas of Russian statesmen, intellectuals, writers, artists; emphasis on 18th-20th centuries. Offered alternate years; given 1984-85. Satisfies the Comparative Values core requirement.

343 Change and Continuity in Contemporary South Asia Change and continuity in India and adjacent nations—South Asian society, culture, economy and politics since 1945. A multidisciplinary approach within an historical framework with emphasis upon the uniqueness and vitality of South Asian traditions during a period of rapid innovation.

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.

347 New China: The Rise of the People’s Republic Post-1949 China in historical context, concentrating on revolutionary rhetoric, the rise of Mao Zedong, Yenan, and the tension between ideology and practice in the socialist modernization process. Offered alternate years; given 1985-86. Prerequisite: HIST 346 or permission of the instructor.

348 Japan’s Modern Century Perspectives on the rise of modern Japan from before the Meiji Restoration (1868), through imperial triumph and tragedy, and beyond postwar recovery. How does a traditional society find identity, power, and wealth in the modern world?

351 Colonial America to 1763 This course will examine the history of the British colonies in North America. Themes will include the adjustment of Old World ideas and expectations to American circumstances, and the evolution of a distinctly American culture. The course will study Europeans and Africans becoming Americans during the period from the discovery of the New World to the conclusion of the Seven Years’ War. Offered alternate years; not offered 1984-85.

352 United States Politics in the Early National Period, 1789-1837 This course will examine the political history of the American republic from 1789 through the presidency of Andrew Jackson. The emphasis will be on the interplay of republican political ideology and politicians’ personalities. The course will investigate the ways in which these two factors complicated Americans’ efforts to create a secure republican government and to establish a distinctive national identity. Offered alternate years; offered 1984-85.

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. Next offered 1985-86.
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. Offered alternate years; next given 1985-86.

358  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. Offered alternate years. Satisfies the Comparative Values core requirement.

362  United States in World Affairs   A study of the emergence of the United States as a world power since 1898, with special attention to the long-term features of its foreign policy and the modifications necessitated by both domestic and international circumstances. Offered alternate years; given 1984-85.

365  The American Revolution, 1763-1789   This course will examine the developments that led to the creation of an independent American republic. The aim of the course will be to answer the following questions: Why did Americans fight the British? Why did they fight each other? Why did they establish a republican form of government? How revolutionary was the Revolution? Offered alternate years; given 1984-85.

368  Five Crises   This course 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's rebellion. In addition to readings dealing specifically with these events, the course will draw upon recent scholarship in New England social history. Not offered 1984-85. Satisfies the Comparative Values core requirement.

370  American Communities Before 1860   This course in social history examines the varieties of American communal experience in the years before the Civil War. Among the communities studied will be those of Eastern Woodland Indians, New England Puritans, Southern planters and slaves, frontier farmers, factory workers, women, and utopian reformers. The course will emphasize the economic, demographic, political, and cultural causes and consequences of social change. Offered alternate years; not given 1984-85. Meets a Society core requirement.

372  Immigration and Ethnicity in the United States   This course takes as its subject the experience of national, racial, and cultural groups in America, concentrating especially on the process of immigration, adjustment and interaction over several generations. In addition, students will examine divergent theories about the nature and importance of ethnicity, considering responses by older Americans to newer arrivals and attempts by ethnics to define their own position. The course makes use of primary sources, secondary studies, and fiction; concentration falls on the late nineteenth and early twentieth centuries and necessarily on a limited number of groups. Offered alternate years.

374  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. Offered alternate years. Meets a Society core requirement.

377  Contemporary Ideas: American Intellectuals Since 1950   The course will address the diversity and critical quality of recent viewpoints, studied through academic, political, and literary works addressing a range of contemporary concerns. Students will engage in a comparison of the values stated or implied in varying positions. Offered alternate years; given 1984-85. Satisfies the Comparative Values core requirement.

391  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 East Asian emphasis.
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.

Honors Program

Director: Michael Curley, English
Assistant Professor: Ronald Finucane, Chism Professor in the Humanities
Committee: D. Cannon, Philosophy; M. Curley, English; R. Garratt, English; D. Lupher, Classics; A. Kadarkay, Politics and Government; A. Rex, Physics

About the Program
The Honors Program is an intensive four-year program for students selected on the basis of their academic performance. It does not supplant the academic major, but seeks to stimulate these students to develop their capacities as intellectually rigorous and independent persons embodying the best of liberal education.

The curriculum of the program has been designed to realize the principal objectives of the University’s academic program: breadth as well as depth in learning, and the refinement of writing and intellectual skills. The foundation of this curriculum is the two-year curriculum for freshmen and sophomores, which focuses upon major written works and original thinkers of the Western intellectual tradition, from Greco-Roman classics to modern scientific revolutions. In the junior and senior years the Honors curriculum is based in the student’s academic major and involves either completion of independent research projects in the student’s academic major coursework or taking upper-division Honors elective courses in major or related fields. This study serves as preparation for the research and writing of a thesis in the senior year. Finally, all senior Honors students join in an intensive seminar addressing fundamental questions of values raised in contemporary society. After successfully completing the prescribed coursework and defending the senior thesis, Honors graduates are designated Coolidge Otis Chapman Honors Scholars upon graduation.

Requirements
Honors students must meet the following requirements in addition to their major and/or minor requirements:
1) Completion of Honors 201, 202, 203, and 204;
2) Completion of additional study in two advanced courses in the student’s academic major, with the approval of the course instructor and the Director of Honors, or taking one upper-division Honors elective course from a list appearing annually in the class schedule;
3) Completion of Honors 400;
4) Completion and successful defense of a senior thesis in the student’s major. Once admitted to the Honors program, a student continues so long as he/she maintains a minimum GPA as established by the Honors Committee in all University work or until he/she resigns from the program. Students whose cumulative GPA has been consistently lower than 3.00 by the end of the sophomore year will be reviewed by the Honors faculty to determine whether they should continue in the Program. Dismissed students may apply for readmission upon evidence of satisfactory academic improvement.

Course Offerings

201 The Classics: Historical Perspective  1.5 units A chronological and thematic introduction to the history of Western civilization from ancient Greece through the Renaissance, with special emphasis upon great classical works which lie at the foundation of our culture. Honors 201 may be applied to a History major (see History major requirements). Prerequisite: Admission to the Honors Program.
Honors Program

202 The Classics: Humanistic Perspective  
1.5 units  
An introduction to classical works in Western tradition which have, through intellect and creative imagination, attempted to deal with the human condition. Honors 202 may be taken as one of the required courses for the major or minor in English. Prerequisite: Admission to the Honors Program.

203 Society  
A study of political thought in Western civilization, from the Renaissance to the twentieth century, specifically elaborating upon and analyzing the moral and efficient bases of political power. The focus will be upon those political thinkers who have had a lasting impact upon Western political philosophy. Honors 203 may be taken as the equivalent of P&G 341, Modern and Contemporary Political Thought, by students who major or minor in Politics and Government. Prerequisite: Admission to the Honors Program.

204 The Natural World  
A study of the development of attempts by scientific thinkers to understand and explain the universe. Although modern theories of the universe will be discussed, a major portion of the course will encompass the period of classical scientific revolution, from 1250 to 1700 AD. Prerequisite: Admission to the Honors Program.

400 Comparative Values  
A study of concepts of human nature and the foundation of morality in enduring texts in science, philosophy, and literature of the 18th through the 20th centuries. Taking moral questions to be the central questions of value, the course does not so much answer these questions as it addresses issues fundamental to the possibility of rationally answering them: Has human life a moral dimension? Can moral distinctions be derived from reason? Are human beings free to make moral choices? What are the relationships between the moral sciences and the natural sciences? Honors 400 is a major elective in the Department of Philosophy. Prerequisite: Admission to the Honors Program.

Humanities

About the Program  
Courses in the Humanities generally are offered within the departments of Art, English, Foreign Language, History, Philosophy, Religion, and Communication and Theatre Arts. A few cross-disciplinary courses, however, are offered under a general Humanities category.

Course Offerings

100 The Individual in the Classical and Medieval Traditions  
Each civilization defines its distinctiveness in part with the context of its past, its socio-economic-political-ideological structures, and its relationship to its neighbors. Yet each civilization has also been shaped by the creative genius of individuals within it—individuals who, although products of and influenced by their times, also have special qualities and characteristics that enable them to give added meaning, distinctiveness, and a taste of excellence, to their civilization. Through the integration of history, art, and literature, this course examines the similarities and differences in the conceptions of human excellence in an intellectual, moral, aesthetic, and emotional sense within the Classical and Medieval Western worlds. Satisfies the Humanistic Perspective core requirement.

101 Science, the Arts, and Society: 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. Satisfies Historical Perspective core requirement.

106 Classics of East Asia  
Literary classics in forming the evolution of China and Japan. Themes: Wealth and power, love and politics, self and society, and the consequences of social change. Novels, poetry, drama, stories. Satisfies the Humanistic Perspective core requirement.
Women and the Arts  An investigation of the situation of women with 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 feminist aesthetic. The course will be taught in a lecture/discussion format with work divided between reading, discussion, papers and projects.

Modernization and Modernism  An exploration of the culture of Western Europe and the United States since the late 18th century, organized around the concepts of modernization and modernism. The course will examine the relationship of the values developed in literature and the arts to those expressed through social, political, and economic ideas, emphasizing such major figures as Burke, Paine, Madison, Johnson, Marx, Wordsworth, Darwin, Freud, Eliot, Mann, Schoenberg, Picasso, Lenin, and Sartre. The course will consider not only the values implicit in the major texts but also the adequacy of concepts which scholars have developed to explain them. Satisfies the Comparative Values core requirement.

Law

School of Law

Dean: Fredric C. Tausend

The University of Puget Sound's School of Law was established in 1972 and is fully accredited by the American Bar Association and the Association of American Law Schools. Details about the Juris Doctor degree offered through the School of Law are available in the Law Bulletin which may be secured by writing Office of Admissions, Norton Clapp Law Center, 950 Broadway Plaza, Tacoma, WA 98402.

Learning Skills

Director: Dorothy Lee

About the Program

The Learning Skills Center, located in Howarth 109, 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, grammar, vocabulary, and study skills in individualized one-to-one sessions, in small groups, or in courses taught by professional Learning Skills Center staff. The Center also provides individual self-help learning programs and tutorial services in specialized content areas. Handouts, books, tapes and equipment are available for student use. For information, visit the Center or call 756-3395.

Students should consult their advisors or Learning Skills Center staff about appropriate courses for their skills needs.

Course Offerings

85 Efficiency Reading  no credit  This course is designed to foster the reading skills necessary to read difficult materials with a high degree of comprehension. Class instruction in reading strategies is supplemented by lab work and supervised textbook reading. This course is suitable for those students who have difficulty distinguishing between main ideas and supporting details and who read word-for-word. Prerequisite: Nelson-Denny Reading Test.

91 Basic Math  no credit  This course is designed to strengthen a student's knowledge of basic arithmetic. Students will work on their particular skill needs in a Math Lab setting.

93 Introductory Algebra  no credit  This course reviews basic algebra. Students work in a Math Lab setting where computer programs, books, and instructors are available to assist students with their particular problems. This course is suitable for students who have had little recent exposure to algebra, or who have had little math in high school.
Learning Skills

100 **Accelerated Reading** .5 unit This structured course is designed to develop advanced critical reading and reasoning skills, and flexibility of reading rate to suit the reader's purpose. Class instruction in reading strategies is supplemented by lab work and supervised reading. This course is appropriate for those students who have adequate vocabulary and analytical reading skills but who tend to read all materials at a fixed, slow rate. *Prerequisite: Nelson-Denny Reading test.*

101 **Vocabulary Enrichment** .25 unit This course stresses morphemic analysis of words into roots and affixes, the use of context clues, and specialized vocabularies. This course will enhance the ability to speak and to write with greater clarity and precision.

105 **Study Skills** .25 unit This course provides practice in the advanced study skills necessary for academic achievement. Topics covered include managing time, taking classroom notes, reading and studying textbooks, taking tests, and editing written assignments.

**Mathematics and Computer Science**

Professor: Thomas A. Davis; Jerrill Kerrick; John T. Lantz; R. Bruce Lind, *Chair*; Ronald L. Van Enkevort

Associate Professor: John Blakeslee; Robert Matthews (on leave, Fall/Spring 1984-85); John Riegsecker; David Scott; Carol Smith

Assistant Professor: Robert A. Beezer; Richard N. Cornez; Byran A. Smith

Instructor: Elizabeth Chen; Corrine Epps; Rosemary Hirschfelder; Charles Hommel; Matthew Pickard; Alison Radcliffe; Michael Reed

**About the Department**

The disciplines of mathematics and computer science have been increasingly important in today's world. Each graduate of the University will be effected by these two fields in their day-to-day life; most will find the tools, techniques, and applications of these fields playing a substantial role in their life and work.

The Department of Mathematics and Computer Science offers courses in support of students who need a general introduction to these fields, students who need specific tools and techniques in support of their own fields of study, and students who want to make Mathematics, Computer Science/Mathematics, or Computer Science/Business their major.

Many of the changes in our society during the past thirty years have come about as a direct result of the application of computers in our daily lives. Indeed, this new technology has found application not only in our businesses, government, and schools, but also in our homes, recreations and work places. For the person who seeks to make a deep study in the field, majors in Computer Science/Mathematics and Computer Science/Business are 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 natural one and is the basis for the Computer Science/Mathematics major. For students interested in the application of the computer in business, the Computer Science/Business major provides a strong background in computer science and business.

Academic computing resources include a VAX 11/780 mainframe, providing a diverse collection of programming languages, software packages, and software development tools in support of coursework and research in computer science. In addition, students taking CSCI 381 (Assembly Language & Machine Organization) and CSCI 382 (Systems Programming), use the resources of an extensive microcomputer laboratory. The microcomputer laboratory contains a variety of microcomputers including a PDP 11/24 microcomputer, supporting time-sharing and a variety of languages and software development tools under the RSX operating system, a SAGE microcomputer, and five LSI 11/02 microcomputers.

84
The majors described below provide an equally excellent education for persons who plan to be employed in government or industry or those who plan to pursue graduate study in mathematics, statistics, operations research, or computer science.

**Requirements for the Bachelor of Science Degree in Mathematics**
1) Completion of the equivalent of MATH 121/122/221 and 232;
2) Completion of MATH 321 and MATH 433;
3) Completion of three additional upper division mathematics courses;
4) CSCI 161, or equivalent.
5) Maintain a cumulative grade-point average of at least 2.0 in the upper division mathematics courses.

**Requirements for the Minor in Mathematics**
1) Completion of a minimum of five units in mathematics, excluding MATH 101. One unit of credit taken from Computer Science, numbered 161 or higher, may count toward the total of five units;
2) Maintain a cumulative grade-point average of 2.0 in the five units.

**Requirements for the Bachelor of Science in Mathematics Education**
1) MATH 121, 122, 221, 232, 210;
2) MATH 301, 371, 332 or 433;
3) CSCI 161, 261;
4) EDUC 301, 302;
5) Maintain a cumulative grade-point average of 2.0 in the upper division courses.

**Requirements for the Bachelor of Science in Computer Science/Mathematics**
1) Computer Science—Required: CSCI 161, 261, 361, 362 and 381. Elective: CSCI 382 or 461, or 481;
2) Mathematics—Requirement: MATH 121, 122, 221, 232, 332 or 433. Elective: two units from MATH 301, 310, 321 or 371;
3) Maintain a cumulative grade-point average of 2.0 in the upper division courses.

**Requirements for the Bachelor of Science in Computer Science/Business**
1) BPA 213, 310, 330 or 340 or 350, 402, and 469;
2) CSCI 161, 255, 261, 381, and 455;
3) ECON 101, 110;
4) MATH 257, 258, 271;
5) One unit from CTA 200, 202, 203, 204, 303, 360, 460. ENGL 201 or 209;
6) Maintain a cumulative grade-point average of 2.0 in the upper division courses in Business and Computer Science.

**Requirements for the Minor in Computer Science**
1) Three units to include CSCI 161, 261 and 381;
2) Two units from CSCI 232, 255, 361, 362, 382, 455, 461, 481, or MATH 310;
3) Maintain a cumulative grade-point average of 2.0 in the five units.

**Note:** Students must obtain a grade of C — or better in all prerequisite courses in Mathematics and Computer Science.

**Course Offerings/Mathematics**

101 Intermediate Algebra .5 unit Fundamental principles of algebra; emphasis on manipulative skills.
Mathematics and Computer Science

111 **College Algebra and Trigonometry**  Algebraic, trigonometric, exponential and logarithmic functions. **Prerequisite:** 101 or equivalent. Satisfies the Quantification core requirement.

121 **Calculus and Analytic Geometry I**  Calculus of functions of one variable, analytic geometry of the plane. Satisfies the Quantification core requirement.

122 **Calculus and Analytic Geometry II**  A continuation of 121. Satisfies the Quantification core requirement.

210 **Geometry**  The course will present a rigorous treatment of the foundations of Euclidean geometry and an introduction to a non-Euclidean geometry. The course will emphasize the axiomatic method and students will be expected to do "proofs." Students will be introduced to the history of the discovery of non-Euclidean geometry. This course is especially recommended for prospective mathematics teachers. **Prerequisites:** MATH 121, 122.

221 **Multivariate Calculus**  Solid analytic geometry; calculus of functions of more than one variable. **Prerequisite:** MATH 122 or equivalent. Satisfies the Quantification core requirement.

232 **Linear Algebra**  Vector spaces, linear transformations, matrices. **Prerequisite:** MATH 122 or equivalent. Satisfies the 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:** MATH 101 or equivalent. Satisfies the 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:** MATH 101 or equivalent. Satisfies the Quantification core requirement.

271 **The Elements of Applied Statistics**  Common statistical tools, techniques used in social and natural sciences, education and business. **Prerequisite:** MATH 101 or equivalent. Satisfies the Quantification core requirement.

272 **Intermediate Applied Statistics**  This second level course provides a modern approach to intermediate statistical techniques. Topics to be emphasized are exploratory data analysis (EDA), robust statistics methods, multiple linear regression, time series analysis and experimental design. **Prerequisites:** MATH 271 or equivalent and CSCI 155 or equivalent.

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 theory, with emphasis, where appropriate, on the connections with linear algebra. **Prerequisites:** MATH 221, 232 or equivalents.

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:** MATH 221, 232, and CSCI 161 or equivalent.

321/322 **Advanced Calculus I,II**  An introduction to advanced analysis. Topics of study include set theory, the topology of Euclidean spaces, functions, continuity, differentiability of functions and mappings, integration, series, uniform convergence, transformation of multiple integrals, differential geometry of curves and surfaces and vector calculus. **Prerequisites:** MATH 221, 232 or equivalents.

332 **Discrete Structures**  The study of the basic tools and techniques of discrete mathematics necessary for computer science. Topics include graph theory, combinatorics, semigroups, groups, boolean algebras, formal languages, finite state machines, and coding theory. **Prerequisites:** MATH 232 and CSCI 261.
341  **Topics in Applied Mathematics**  A study of classical and modern topics in applied mathematics. Topics can include complex numbers, Fourier series, generalized functions, integral transforms, special functions, partial differential equations, Green's functions and the theorems of Green and Stokes. **Prerequisites:** MATH 221, 232.

342  **Applied Complex Analysis**  A study of applied complex analysis. Topics to include complex numbers, differentiation and the Cauchy-Riemann conditions, harmonic functions and boundary value problems, elementary functions and their singularities, integration and Cauchy's theorem, Taylor and Laurent series, residue theory and conformal mapping. **Prerequisites:** MATH 221, 232.

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 distributions, sampling distribution, laws of large numbers, central limit theorem. **Prerequisites:** MATH 221, 232 or consent of the 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:** MATH 371.

420  **Advanced Topics in Analysis**  The topics will be chosen each time to meet the interests of students and instructor. Possible topics include measure and integration, partial differential equations, calculus of variations, differential geometry.

433/434  **Abstract Algebra I,II**  Sets, mappings, groups, homomorphism theorems, Sylow theorems, rings, ideals, fields, field extensions, vector spaces, linear transformations, dual spaces, canonical forms. **Prerequisite:** Math 232 or permission of the instructor.

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:** MATH 371 or permission of the instructor.

**Course Offerings/Computer Science**

155  **Introduction to Computer Science for Liberal Arts**  An introduction to the capabilities, applications, and limitations of the computer as a problem solving tool. The course provides the student with a comprehensive introduction to programming in BASIC with applications in business and the social sciences. Topics in the history of the computer, its impact on today's society, and concerns raised by this new technology and development. CSCI 155 does not satisfy major or minor requirements in Computer Science. **Prerequisite:** MATH 101, or equivalent. Satisfies the quantification core requirement.

161  **Introduction to Computer Science**  Introduction to computer programming in BASIC. The course emphasizes the use of the computer as a problem solving tool and the development of good programming style. The course is offered as a service course for students in business, mathematics, and science, and is the introductory course for students planning to major or minor in computer science or to pursue further coursework in computer science. **Prerequisite:** Three years of high school math, or MATH 111, or equivalent. Satisfies the Quantification core requirement.

232  **Digital Electronics and Computer Hardware**  This course will offer each student practical, hands-on experience with modern integrated circuits including a representative microprocessor. Emphasis will be placed upon interfacing the microprocessor with external hardware for data acquisition and process control. It will serve all students who need familiarity with digital instrumentation or who need an understanding of the specific electronic devices which comprise a computer system. Also see PHYS 232. **Prerequisite:** Consent of the instructor.
255 Business Data Processing  Introduction to data processing with emphasis on the design, implementation, testing, and maintenance of business data processing systems. Extensive programming in the COBOL language. Prerequisite: CSCI 161, BPA 213, or permission of the instructor.

261 Computer Science II  Advanced topics using PASCAL. Structured program development, analysis of algorithms, and introduction to data structures and file processing. Prerequisite: CSCI 161 or permission of the instructor.

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 threaded lists; multi-linked structures and composite inquiries. Prerequisites: CSCI 261 and MATH 232 or permission of the instructor.

362 Analysis of Algorithms  The analysis of algorithms: Tools and methods, measures of complexity and theoretical consideration of computability. Prerequisite: CSCI 361 or permission of the 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-11 programming language. Prerequisite: CSCI 261.

382 Systems Programming  Operating systems fundamentals. I/O processing and interrupt handling. Multiprogramming and time-sharing systems. System modules and utility programs. Students will work with the departmental LSI 11/02, PDP 11/24, and SAGE microcomputers. Prerequisite: CSCI 381.

455 Database Management Systems  The design and implementation of database management systems with emphasis on the relational model of data. Topics will include the logical and physical database, data models, implementation methods, and the role of management information systems in an organization. Prerequisites: CSCI 255, 261 and MATH 257.

461 Software Engineering  The study of the design and implementation of large software systems. Topics include design methodologies, programming team organization and management, program verification and maintenance, and human engineering. A team project is an integral part of the course. Prerequisites: CSCI 361 or 381 or 455.

481 Compilers and Compiler Writing  The study of formal language theory with application to 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 381 (may be taken concurrently) or permission of the instructor.

Military Science

About the Program

Through an agreement with Seattle University, qualified students may train to serve as an officer in the United States Army—Active, National Guard, or Reserve. The program is based on professional military education, military knowledge, and military skills. Normally, all students participate in one class each week (two-three hours), three workshops (leadership labs) per quarter, and one overnight field exercise per quarter. Professional military education covers military history, human behavior, management, written communication skills, and national security studies. A substantial amount of writing is expected in each course.

The program provides scholarship assistance for selected students, a monthly stipend for all scholarship and third or fourth year students, and attendance in special courses during the summer: Air Assault School, Airborne School, Ranger School, Flight Orientation, and cadet troop leadership training. High school seniors interested in applying for a four-year scholarship must submit application by December 1 of their senior year. Applications for scholarships are accepted from members of the freshman and sophomore classes from November to February of each year.

For further information contact the Military Science Department, Seattle University, Seattle, WA 98122, (206) 626-5775.
Music

Professor: Lawrence Ebert; Thomas Goleeke; Edward Hansen; Robert Musser; J. Bruce Rodgers; Edward Seperian; James Sorensen, Director

Associate Professor: Ilona Herlinger; Paul W. Schultz

Assistant Professor: Geoffrey Block; Richard Kessler; Sylvia Munsen

Affiliate Faculty: Robert Bonnevie; Roberta Downey; Stephen Fissel; Dileep Gangolli; Morgan Griffin; Sandra Lambert; Margaret Ponack; Richard Pressley; Douglas Rice; Richard Werner; Marianne Weltmann; Joan Winden

Catherine Gould Chism Professor of Music: Glynn Ross

Northwest Artist-Teacher in Residence: Cordelia Wikarski-Miedel

About the School
The University of Puget Sound 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 and Bachelor of Arts degrees. Courses for the general University students suitable to their background and interest are provided to fulfill certain general University core requirements and to serve as electives.

The Bachelor of Music is the initial professional degree in music. The Bachelor of Music is offered in Performance (piano, voice, organ, guitar, and all orchestral instruments), Music Education, Music Business and Church Music. Primary emphasis in the professional degrees is on the development of skills, concepts and sensitivity essential to life as a professional musician.

The Bachelor of Arts with a major in Music is the 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 provides an appropriate background for students who wish to pursue advanced study in music theory, music history and musicology, composition and music librarianship.

An audition is required of all incoming students who wish to major in music or who wish to be considered for scholarships. A student need not be a music major to be awarded a music scholarship. Audition dates and times should be arranged through the Music Office.

The School of Music plays an important role in contributing to the cultural climate of the campus and surrounding community through frequent recitals and appearances of performing groups. A wide variety of performing groups is available. Certain of these groups are open to audition, while others do not require an audition. The performing groups are listed under Course Offerings.

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. Students accepted to the Performance Major take courses 161 through 462, all others take courses 111-412. Applied Music is not available for audit.

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 appropriate applied music chairman, lack the experience necessary to qualify for private or small group instruction.

Applied Music Fees
One-quarter unit, $35
One-half unit, $70
One unit, $140

Lessons which fall on official University holidays cannot be made up. No make-up lessons for absences, unless absence is due to illness. Registration for lessons is through the School of Music Office, prior to University registration.
Requirements for the Major

1) Entrance audition;
2) Completion of 32 units for the Bachelor of Arts or Bachelor of Music degree;
3) 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 Wind Ensemble, string instruments in the University Orchestra, voice students in the Adelphian Concert Choir, the University Chorale, University Women’s Chorus, or the UPS-Tacoma Civic Chorus. They may elect and are encouraged to perform in additional ensembles if they desire and can qualify;
4) Each major must pass the Keyboard Musicianship Examination preferably during their sophomore year. Details of the examination are available in the School of Music Office;
5) With the exception of the semester in which Music Education majors are registered for student teaching and Music Business majors for internship, music majors are required to be registered for applied music every semester;
6) Recital requirements for Bachelor of Music candidates majoring in Performance are a minimum of one half of a formal evening recital or three noon recital appearances in the principal performing medium in the junior year and a full recital demonstrating a high level of musicianship in performance, in the principal performing medium, in the senior year. 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;
7) In order to be advanced to the junior year, a student must have a formal interview with faculty, a 2.3 overall grade-point average and 2.5 music grade-point average and an audition or jury in the student’s major performance area. Students who are in majors 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 grade-point average and 2.5 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;
8) All transfer students are required to take placement examinations in Music Theory and Music History prior to registration;
9) Each semester all music majors will register for Recital Attendance (109/309), a non-credit course, which will receive a grade of P or F. All music majors are expected to fulfill the Recital Attendance Requirement by attending a prescribed number of concerts and recitals. The number or percentage of required concerts will be announced at the beginning of each semester.

Note: Music majors and minors must receive a grade of C – or better in all courses required by the School of Music. A course in which the student receives less than a C – will not satisfy the graduation requirements of the School of Music.

Bachelor of Music in Piano Performance

1) Eleven units University core requirements;
2) Seven units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204, 301, 401, 402;
3) Four units Music History to include MUS 100, 230, 231, 430;
4) One-half unit Conducting: MUS 290;
5) Eight units Applied Music (major instrument) to include MUS 161-262 (.5 unit) and 362-462 (one unit); one term MUS 168, 353, 422 (Junior-Senior Recital);
6) Two and one-half units Music electives/performing groups.

Bachelor of Music in Voice Performance

1) Eleven units University core requirements;
2) One unit of foreign language (at least the level of FREN or GERM 102);
3) Five units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204, 301;
4) Four units Music History to include MUS 100, 230, 231, 430;
5) One unit Conducting to include MUS 290, 391;
6) Eight and one-half units Applied Music (major instrument) to include MUS 161-262 (.5 unit) and 361-462 (1.00 unit), 237-240, 351, 352, 422 (Junior-Senior Recital);  
7) One unit Music electives;  
8) One and one-half units Performing Group.

**Bachelor of Music in Organ Performance**  
1) Eleven units University core requirements;  
2) Seven units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204, 301, 401, 402;  
3) Four units Music History to include MUS 100, 230, 231, 430;  
4) One unit Church Music, MUS 317 or 418;  
5) One unit Conducting to include MUS 290, 391;  
6) Eight units Applied Music (major instrument) to include MUS 161-262 (.5 unit) and 361-462 (one unit), 354, 355, 422 (Junior-Senior Recital);  
7) One unit Music electives/performing groups.

**Bachelor of Music in Orchestral Instrument Performance**  
1) Eleven units University core requirements;  
2) Six units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204, 301, 402;  
3) Four units Music History to include MUS 100, 230, 231, 430;  
4) One unit Conducting to include MUS 290, 392;  
5) Eight units Applied Music (major instrument) to include MUS 161-262 (.5 unit) and 361-462 (1.00 unit), 168, 368, 422 (Junior-Senior Recital);  
6) Three units Music electives/performing groups.

**Bachelor of Music in Music Education (Comprehensive)**  
1) Eleven units University core requirements;  
2) Four units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204;  
3) Three units Music History to include MUS 100, 230, 231;  
4) One unit Conducting to include MUS 290, 391 or 392;  
5) Six units Music Education to include MUS 241-247, 320, 322, 323, 324;  
6) Five and one-half units Education to include EDUC 302, 403, 415 and 416;  
7) One and three-quarter units Applied Music (major instrument) to include MUS 111-411;  
8) Three-quarter units Music electives/performing group.

**Bachelor of Music Education (Choral and General)**  
1) Eleven units University core requirements;  
2) Four units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204;  
3) Three units Music History to include MUS 100, 230, 231;  
4) One unit Conducting to include MUS 290, 391;  
5) Five and three-quarter units Music Education to include MUS 237-240, 241-247, 320, 322, 323;  
6) Five and one-half units Education to include EDUC 302, 403, 415 and 416;  
7) One and three-quarter units Applied Music (major instrument) to include MUS 111-411;  
8) One unit Music electives/performing group.

**Bachelor of Music in Music Education (Instrumental)**  
1) Eleven units University core requirements;  
2) Four units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204;  
3) Three units Music History to include MUS 100, 230, 231;  
4) One unit Conducting to include 290, 392;  
5) Four and three-quarters units Music Education to include MUS 241-247 320, 322, 324;  
6) Five and one-half units Education to include EDUC 302, 403, 415 and 416;  
7) One and three-quarter units Applied Music (major instrument) to include MUS 111-411;  
8) One unit music electives (chosen from 220, 221, 402, 430);  
9) One unit Music electives/performing groups.
Bachelor of Music in Church Music (Organ)
1) Eleven units University core requirements;
2) Seven units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204, 401, 402;
3) Three units Music History to include 100, 230, 231;
4) One unit Conducting to include MUS 290, 391;
5) Four and one-half units Church Music and Religion to include MUS 241, 246, 317, 323, 418, and REL 251 or 252 or 451;
6) Five and three-quarter units Applied Music (major instrument) to include MUS 161-462 (.50 unit per semester), 107 and 108 (voice), 354 or 355, 422 (Senior Recital);
7) One unit Music electives/performing groups.

Bachelor of Music in Church Music (Choral)
1) Eleven units University core requirements;
2) Seven units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204, 301, 401, 402;
3) Three units Music History to include MUS 100, 230, 231;
4) One unit Conducting to include MUS 290, 391;
5) Four and one-half units Church Music and Religion to include MUS 241, 246, 317, 323, 418; and REL 251 or 252 or 451;
6) Five and one-half units Applied Music to include MUS 161-462 (.50 unit per semester, major instrument), 111 and 112 (piano or organ), 237, 238, 422 (Senior Recital);
7) One unit Music electives/performing groups.

Bachelor of Music with Elective Studies in Business
1) Eleven units University core requirements;
2) Four units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204;
3) Three units Music History to include MUS 100, 230, 231;
4) One-half unit Conducting, MUS 290;
5) Two units Music Business to include MUS 341, 497;
6) Five units Business and Computer Science to include BPA 213 or 214, 340, 350, 352, and CSCI 155 or 161;
7) Two units Applied Music (major instrument) to include MUS 111-412 or one and three-quarter units to include MUS 111-411;
8) Five and one-half or five and three-quarter units Music electives/performing groups.

Bachelor of Arts with a Major in Music
1) Eleven units University core requirements;
2) Four units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204;
3) Three units Music History to include MUS 100, 230, 231;
4) Two units Applied Music (major instrument) to include MUS 111 through 412;
5) Participation in a performing group each semester;
6) Twelve units electives.

Music Minor
1) Two units Music Theory to include MUS 101/103, 102/104;
2) One unit Music History, MUS 100;
3) One unit Applied Music to include MUS 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.

Major Area Courses
Theory
101/103, First Year Theory
102/104, First Year Theory
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>121</td>
<td>Music Theory for the Non-Major</td>
</tr>
<tr>
<td>201/203</td>
<td>Second Year Theory</td>
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<tr>
<td>202/204</td>
<td>Second Year Theory</td>
</tr>
<tr>
<td>301</td>
<td>Analysis of Form and Texture of Music</td>
</tr>
<tr>
<td>401</td>
<td>Counterpoint</td>
</tr>
<tr>
<td>402</td>
<td>Orchestration</td>
</tr>
</tbody>
</table>

**History and Literature**
- 100, Survey of Music Literature
- 220, Survey of American Musical Theater
- 221, Jazz History
- 230/231, History and Literature of Music I, II
- 430, Twentieth Century Music

**Church Music**
- 317, Church Music and Hymnology
- 354, Performance Practice and Literature for the Organ I
- 355, Performance Practice and Literature for the Organ II
- 418, Liturgies and Service Planning

**Pedagogy and Literature**
- 237/238/239/240, Diction for Singers I, II, III, IV
- 351/352, Vocal Pedagogy I, II
- 353, Piano Pedagogy and Literature
- 354/355, Performance Practice and Literature for the Organ I, II

**Conducting**
- 290, Elements of Conducting
- 391, Choral Conducting
- 392, Instrumental Conducting

**Performing Groups**
- 166/366, University Women's Chorus
- 168/368, Chamber Music
- 170/370, UPS Wind Ensemble
- 172/372, Adelphian Concert Choir
- 174/374, University Symphony Orchestra
- 176/376, University Chorale
- 178/378, University Madrigal Singers
- 180/380, Tacoma Symphony Orchestra
- 182/382, UPS-Tacoma Civic Chorus
- 184/384, UPS Jazz Band
- 186/386, Vocal Jazz Ensemble
- 188/388, University Band
- 319, Opera Workshop

**Music Business**
- 341, Seminar in Music Business
- 497, Music Business Internship

**Music Education**
- 241-247, Instrumental Techniques
- 320, Introduction to Teaching
- 321, Music Methods in the Elementary School
- 322, General Music in the Elementary, Middle and Junior High School
- 323, The Teaching of Choral Music
- 324, The Teaching of Instrumental Music
Music

Applied Music
105, Class Piano, Beginning Level
106, Class Piano, Intermediate Level
205, Class Piano, Advanced I
206, Class Piano, Advanced II
107, Class Voice, Beginning Level
108, Class Voice, Intermediate Level I
207, Class Voice, Intermediate Level II
208, Class Voice, Advanced Level
113, Class Guitar, Beginning Level
114, Class Guitar, Intermediate Level
111-122, Applied Music
161-462, Applied Music

Courses Especially Suitable for Non-Majors
All Performing Groups
Applied Music, including classes
MUS 100, 220, 221, 230, and 231 (Fine Arts Core requirement courses)
MUS 121, Music Theory for the Non-Major

Course Offerings
100 Survey of Music Literature The emphasis of this course will be on the development of a technique for listening to music. Musical literature in historical perspective is presented with a view toward awakening the critical abilities helpful in understanding and enjoying music. Study of scores and recordings as well as actual concert performance is stressed. Satisfies the Fine Arts core requirement.

101/103 First Year Theory (101) Aural perception of music through sight-singing: rhythmic, melodic, and harmonic dictation. Development of keyboard skills. (103) Fundamentals of musicianship through the study of all scales, intervals, triads, four-part writing, including all diatonic triads and their inversions. Harmonization of melodic lines and figure bass. Original composition using various instruments and simple two-part forms. Fall term only.

102/104 First Year Theory Continuation of 101/103, including all diatonic seventh chords and their inversions in a four-part texture. Phrases modulating to nearly related keys. Spring Term only. Prerequisite: MUS 101/103 or advanced placement by examination.

105 Class Piano, Beginning Level .25 unit 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, touches, dynamic balances, and the beginnings of ensemble playing. May be repeated for credit.

106 Class Piano, Intermediate Level .25 unit A continuation of MUS 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 pianistic technique: scales, chords, arpeggio patterns, chord progressions, harmonization of simple melodies, rhythmic fluency in sight-reading, transposing, and ensemble playing. There will be increased emphasis on musical and artistic elements: dynamic shading, balancing of parts, touches, and phrasing. May be repeated for credit. Prerequisite: Permission of instructor.

107 Class Voice, Beginning Level .25 unit Designed to introduce and develop basic vocal skills, including but not limited to, tone quality, range, flexibility, repertoire, and phonetics. This class is best suited to those with less than one year of previous vocal training. Fall term only. May be repeated for credit.

108 Class Voice, Intermediate Level I .25 unit A continuation of MUS 107. Spring term only. May be repeated for credit. Prerequisite: Permission of instructor.
109/309 Recital Attendance  No credit  Required of all music majors.

111/112, 211/212, 311/312, 411/412  Applied Music  .25 unit each  Designed for Applied Music students other than Performance Majors. One half-hour lesson per week is required. The choice of materials is left to the discretion of the instructors in each Applied Music department. In the jury examination given, students are required to perform excerpts from the material studied. Registration for lessons is through the Music Office prior to University registration. May be repeated for credit.

113  Class Guitar, Beginning Level  .25 unit  Designed for students with no previous guitar background. The course deals with music notation, scales, chords and fundamental techniques of playing the guitar. Fall term only. May be repeated for credit. Prerequisite: Permission of instructor.

114  Class Guitar, Intermediate Level  .25 unit  Continuation of MUS 113. Basic repertoire is developed as well as more advanced techniques. Spring Term only. May be repeated for credit.

121  Music Theory for the Non-Major  The chief emphasis is on the basic structure of music and the elements of tonal harmony. The course will cover the various scales of tonal music as well as intervals, triads, phrase structure, harmonic progression and the technique of harmonization. Fall term only.

161/162, 261/262, 361/362, 461/462  Applied Music, Performance Majors  .5-1 unit each  Designed for Applied Music students admitted to the Performance degree or other Applied Music students with written permission from the Director, School of Music. One hour-long or two half-hour lessons per week required. May be repeated for credit. Registration for lessons is through the Music Office prior to University registration.

166/366  University Women's Chorus  .25 activity unit  An all-University group for women's voices. Local performances are scheduled each semester. Auditions not required. This course may be repeated for credit.

168/368  Chamber Music  .5 unit  Music for small ensembles, one performer to a part. Permission of the instructor is required. May be repeated for credit.

170/370  UPS Wind Ensemble  .5 activity unit  Prepares and performs music of many styles. Makes public appearances throughout the year and goes on tour annually in the western United States. Audition required. May be repeated for credit.

172/372  Adelphian Concert Choir  .5 activity unit  An acapella choir which prepares and performs a varied repertoire. Makes public appearances throughout the year. Audition required. May be repeated for credit.

174/374  University Symphony Orchestra  .25 activity credit  Membership consists of University students. Makes public appearances throughout the year. Audition required. May be repeated for credit.

176/376  University Chorale  .25 activity unit  An all-University group for mixed voices. Local performances are scheduled each semester. Auditions not required. May be repeated for credit.

178/378  University Madrigal Singers  .25 activity unit  Selected from the Adelphian Concert Choir. Specializes in the performance of vocal chamber music. May be repeated for credit.

180/380  Tacoma Symphony Orchestra  .25 activity unit  Membership, by audition, consists of University students and residents of the community. May be repeated for credit.

182/382  UPS-Tacoma Civic Chorus  .25 activity unit  A large, mixed chorus combining University students and residents of the community in the performance of large choral works, usually with orchestra. Auditions not required. May be repeated for credit.
Music

184/384  UPS Jazz Band  .25 activity unit  Prepares and performs music of many jazz styles for both large bands and small combos. The jazz band plays concerts throughout the year, both on and off campus. Audition required. May be repeated for credit.

186/386  Vocal Jazz Ensemble  .25 activity unit  Prepares and performs music of the many jazz styles. The ensemble performs often throughout the year both on and off campus. Auditions required. May be repeated for credit. Not offered 1984-85.

188/388  University Band  .25 activity unit  An all-University group for brass and woodwind players and percussionists. Local performances are scheduled each semester. Auditions not required. May be repeated for credit.

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. 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. Fall term only. Prerequisites: MUS 102/104 or advanced placement by examination.


205  Class Piano, Advanced Level I  .25 unit  A continuation of MUS 105/106. It will review and refine skills which were acquired during the previous year of study. Students who did not take MUS 105/106 but who have an equivalent amount of background from studies elsewhere 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 sight-reading, harmonization and transposition of easy materials, and the study of easy to early intermediate repertoire, representing varied styles in classical as well as popular music. May be repeated for credit. Prerequisite: Permission of instructor.

206  Class Piano: Advanced Level II  .25 unit  A continuation of MUS 205. Students who have sufficient background from studies elsewhere may enroll in this course with the approval of the instructor. The course will offer a comprehensive review of the technical and musical skills acquired during the preceding semesters. More advanced repertoire will be chosen from classical as well as popular piano literature, in solo and ensemble combinations. Stylistic differences will be discussed as a basis for appropriate interpretation. Analysis of music and methods of memorization will be included. More intricate rhythmic structures, more ambitious tempi, longer arid more substantial compositions from standard and popular literature will form the core of the course. May be repeated for credit. Spring Term only. Prerequisite: Permission of instructor.


208  Class Voice, Advanced Level  .25 unit  A continuation of MUS 207. May be repeated for credit. Not offered 1984-85.

220  Survey of American Musical Theater  A historical survey that focuses on the principal developments and composers in American Musical Theater history. The course is designed to develop a critical awareness, understanding, and appreciation of this genre. Satisfies the Fine Arts core requirement. Offered alternate Spring Terms; next offered 1985-86.
221 Jazz History A historical survey that focuses on the principal elements and styles of jazz, its trends and innovators, and its sociology. The course is designed to develop a critical awareness, understanding, and appreciation of jazz. Satisfies the Fine Arts core requirement. Offered alternate Spring Terms; offered 1984-85.

230 History and Literature of Music I 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. Prerequisite: MUS 100 or equivalent recommended. Satisfies the Fine Arts core requirement.

231 History and Literature of Music II A survey of music tracing the development of Western music from the 18th century to the present. Intimate study of representative works through class discussion, performance and directed listening projects. Spring term only. Prerequisite: MUS 100 or equivalent recommended. Satisfies the Fine Arts core requirement.

237 Diction for Singers I .25 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 in symbols. The course will also study and apply the basic rules of English diction for singers. Offered alternate Fall Terms; offered 1984-85.

238 Diction for Singers II .25 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 transcription of song texts into phonetic symbols. Offered alternate Spring Terms; offered 1984-85.

239 Diction for Singers III .25 unit Class is devoted entirely to the study of German diction for singers. After introducing the sounds of German and the phonetic symbols for each, the class will study rules of pronunciation with necessary drills, and transcription of song texts into phonetic symbols. Offered alternate Fall Terms; next offered 1985-86.

240 Diction for Singers IV .25 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 drill, and transcription of song texts into phonetic symbols. Offered alternate Spring Terms; next offered 1985-86.

241-247 Instrumental Techniques .25 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.

241 Fretted instruments Fall Term only
242 Brass instruments Spring Term only
243 Percussion Instruments Fall Term only
244 Saxophone/Double Reeds Fall Term only
245 Flute/Clarinet Spring Term only
246 Violin/Viola Fall Term only
247 'Cello/Bass Spring Term only

250 Elements of Conducting .5 unit Baton technique and score reading are practiced. Musical expression through conducting is analyzed. Experience before performing groups is required. Fall Term only. Prerequisite: MUS 102/104.

301 Analysis of Form and Texture of Music An introduction to analytical techniques involving the larger forms of music: Sonata-Allegro, Variation, Rondo, and Fugue. Fall term only. Prerequisite: MUS 202/204 or consent of the instructor.

317 Church Music and Hymnology A study of the musical heritage of the Christian church, particularly as seen through the development of psalmody and hymnody in the various
religions. Survey of hymnals and concordances. Offered alternate Spring Terms; offered 1984-85.

319 Opera Workshops The preparation and performance of an opera or operas. Audition required. Spring Term only. Prerequisite: Permission of instructor.

320 Introduction to Teaching Provides 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 Music Methods for the Elementary School 0.5 unit Specifically designed for the elementary education major, focuses on teaching strategies in improvising, listening, signing, composition, creative movement, rhythmic and melodic exercises, ensemble playing, and sound dramas. This multi-activity and multi-cultural approach also will include the use of melodic and percussion instruments.

322 General Music in the Elementary, Middle and Junior High School Designed for music education majors, this course focuses on contemporary trends in teaching music. Included are the Orff and Kodaly methods; developing classroom management skills; developing objectives and effective lessons; developing teaching strategies for performing, listening, composing, improvising, music reading, analyzing and creative movement; selecting appropriate teaching materials, and developing a philosophy about music as an integral part of the curriculum. 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. Fall 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; and literature. Fall Term only.

341 Seminar 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. Spring Term only. Prerequisite: Permission of instructor.

351 Vocal Pedagogy I 0.25 unit A study of vocal physiology, comparative pedagogy, literature on teaching, aids for the teacher, and vocal literature for beginning students. Offered alternate Fall Terms; next offered 1985-86.

352 Vocal Pedagogy II 0.25 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. Offered alternate Spring Terms; next offered 1985-86.

353 Piano Pedagogy and Literature 0.5 unit Basic concepts of piano techniques and musicianship, and their demonstration in the teaching studio. Selection of teaching materials from method courses for beginning students to repertoire for advanced pianists. Emphasis on creating teaching situations, student demonstration. Survey of well known piano literature for interpretive guidelines and pedagogical application. Offered alternate Fall Terms; next offered 1985-86.

354 Performance Practice and Literature for the Organ I 0.5 unit The study of organ literature from its earliest beginning to 1750; the development of organs in various countries; stylistic concepts as applied to various segments of the literature. Offered alternate Spring Terms; offered 1984-85.
Music

355 Performance Practice and Literature for the Organ II .5 unit The study of organ literature from 1750 to the present; the continued changes in organ design; stylistic concepts as applied to various segments of the literature. Offered alternate Spring Terms; next offered 1985-86.

391 Choral Conducting .5 unit Choral conducting techniques; elements of choral direction and interpretation; score analysis. Spring Term only. Prerequisite: MUS 290.

392 Instrumental Conducting .5 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. Spring Term only. Prerequisite: MUS 290.

401 Counterpoint A study of the fundamentals of modal and tonal counterpoint. Written in two or more parts; analysis of compositions. Four-part motets, three-voice fugues. Offered alternate Spring Terms; next given in 1985-86. Prerequisite: MUS 202/204 or permission of the instructor.

402 Orchestration Study of traditional use of the orchestra. All instrument ranges, and typical and special use. Scoring for various instruments and original works. Offered alternate Spring Terms; offered 1984-85.

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. Offered alternate Spring Terms; next offered 1985-86.

422 Recital .5 unit Preparation for a formal public recital usually presented by a junior or senior performance major. Permission of the instructor is required. May be repeated for credit.

430 Twentieth Century Music An exploration of trends in music since 1900; considering the development of national schools, new tonal and rhythmic idioms, new instrumental techniques, and changes in philosophy and aesthetics. Special emphasis will be given to American music. Fall Term only. Prerequisite: MUS 100, 230-231 recommended.

495/496 Independent Study credit arranged Independent study in specific areas; written proposals required. Permission of the instructor and the Director of the School of Music is required. May be repeated for credit.

497 Music Business Internship 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: MUS 341, senior standing as a Music Business major, permission of Director of the School of Music.

Natural Science

Coordinators: Thomas Rowland, Chemistry; Frederick W. Slee, Physics; Stuart Lowther, Geology

About the Program
This major is designed to serve the needs of students who desire a broad background in the natural sciences. It may serve students who plan to teach at the junior or senior high levels (see Education). Other students who wish a broad, interdisciplinary approach will want to look closely at the benefits offered by this major. In addition to meeting requirements for a Bachelor of Science degree, it provides for moderate intensification in one field of science as well as a background in other areas of mathematics and the natural sciences. Foreign language competence is recommended but is not a specific requirement. The courses listed below must be
Natural Science

passed with a grade of C (2.00) or better in order to apply toward the Natural Science major. Natural Science majors are not eligible for a double major in biology, chemistry, geology or physics.

One of the following areas of emphasis is required. See departmental listings for course descriptions.

Chemistry: Completion of a minimum of 14 units, to include
1) Six units of Chemistry, all courses must be those normally counted toward a major;
2) Two units Mathematics;
3) Two units Physics;
4) Four units Biology, Geology, Environmental Science or Computer Science.

Geology: Completion of a minimum of 14 units, to include
1) Six units Geology, GEOL 101, 102 and 4 additional units, 2 of which must be taken at UPS;
2) Two units Mathematics, MATH 111 and 121 or 258;
3) Three units Chemistry, CHEM 125, 126 and one additional unit;
4) Three units Physics or Biology.

Physics: Completion of a minimum of 14 units, to include
1) Six units of Physics, all courses must be those normally counted toward a major;
2) Four units Mathematics, MATH 121, 122, 221 and one additional upper division unit;
3) Two units Chemistry, CHEM 125 and 126;
4) Two units Biology, Geology, or Computer Science.

Interested students should contact the department of their intended special emphasis or one of the coordinators listed in this section.

Occupational Therapy and Physical Therapy

Professor: Shelby J. Clayson

Associate Professor: Lynette Chandler; Juli Evans; Margo B. Holm, Director, Occupational Therapy; Steven J. Morelan; Suzanne Olsen, Director, Physical Therapy

Professional Assistants: Sharon Fultz; Watson W. Wade

Academic Fieldwork Coordinator: Sandra Olsen, Occupational Therapy

Academic Coordinator of Clinical Education: Roger Williams, Physical Therapy

About the School

The primary objective of the School of Occupational Therapy and Physical Therapy is to assist students in attaining the knowledge, skill, and attitudes required for the practice of occupational or physical therapy. Because physical and occupational therapy are closely allied health professions, a second major objective is to provide an interdisciplinary 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 independently perform life tasks related to work, self-care, and leisure. If independent functioning cannot be attained, the occupational therapist may help the individual by adapting the task or the method used to complete the task, adapting the environment, or designing and constructing adaptive equipment.

About the Occupational Therapy Program

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
Occupational Therapy and Physical Therapy

deficits, the aging process, 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 health 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, the American Medical Association, and the Committee on Allied Health Education and Accreditation.

Course of Study
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, students concentrate on the core curriculum and completion of the prerequisites for admission to the program. Application should 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 core curriculum, and electives.

Third phase, Field Work Experience, is when the student is required to complete a minimum of six months practice under a registered occupational therapist in a hospital or health care agency. Upon successful completion of the field experience, the student is eligible for the Bachelor of Science degree and for taking the written national certification examination.

Program Offerings
1) Undergraduate Education in occupational therapy, leading to the Bachelor of Science degree, requires the completion of 32 units of study and a minimum of six months field experience.
2) Certificate Program (Advanced Standing) in occupational therapy is 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 Occupational Therapy degree is for college graduates who wish to become occupational therapists. The program, which includes an independent research project, is two academic years plus a minimum of six months field work experience. In addition to meeting admission requirements for occupational therapy, candidates must meet the admission requirements for graduate students at the University. See the Occupational Therapy publication for requirements and application procedures.

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 with a grade of C- or better.
3) Maintain a cumulative grade-point of 2.5 on a 4.0 scale. Only grades for the major required courses taken at the University of Puget Sound will be included in calculation of the GPA. A student will be placed on probation if the cumulative grade-point falls below 2.5, or if a student receives a C-, D, F, or WF in a course required for the major. A student will not be approved for field work experience while on OT program academic probation. A student will be unable to continue if he/she: a) is on program academic probation for the second time, b) receives a C-, D, F, or WF when repeating a required course; c) must repeat more than two of the required courses; or d) violates the standards of ethical practice observed by the academic and clinical educational program in Occupational Therapy.
4) Successfully complete all occupational therapy academic requirements and a minimum of six months field work experience in a hospital or health care agency that holds an Extended Campus Agreement with the University of Puget Sound’s Occupational Therapy Program 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 program, a Bachelor of Science degree is awarded to the undergraduate student. The student is then eligible to take the national examination for certification given twice each year by the American Occupational Therapy Association.

**Application Procedures for Undergraduate and Certificate Students**

Students in the Undergraduate and Certificate Program must be accepted into the professional phase of the program. This is usually the junior year for undergraduate students, as the freshman and sophomore years are considered the pre-professional years.

Approximately 40 students are admitted into the professional phase of the program for each Fall Term. Decisions regarding admissibility of students who have completed the prerequisite courses at the University of Puget Sound are made prior to consideration of transfer students.

**Prerequisites for admission to the professional aspect of the program:**

1) Undergraduate program

   a) Anatomy and Physiology, with labs (two units). Admits must complete BIOL 221/222, or equivalent, prior to acceptance;

   b) Human Development (I unit);

   c) Two courses, one of which is above the introductory level in a human behavioral science such as psychology or sociology, which address one or more of the following content areas: (1) Normal and abnormal behavior of individuals and/or groups; (2) The analysis of behavior of individuals and/or groups and their interactions; (3) Culture and mental health; (4) Research methodology

2) Certificate Program

   a) Bachelor’s degree from an accredited college or university.

   b) Complete all prerequisites for the Undergraduate Program as outlined above.

**Admission decisions will be based upon the best balance of the following:**

1) academic ability (GPA of 2.75 or above)
2) written 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 Office of Admissions. Instructions for application are subject to change from year to year. All application materials must be postmarked prior to February 15.

**Undergraduate and Certificate Programs**

The Occupational Therapy program consists of 10 required units, including OT 205, 210, 302, 336, 338, 443, 444, 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.

**Course Offerings**

205  Functional Anatomy of the Limbs and Back  See PT 205. Prerequisites: Admission to OT program or instructor permission.
210 Human Performance and Its Control System 2 units Analysis of human performance from the perspective of the reception-integration-response roles of the neuromusculoskeletal systems; a functional approach to the study of the anatomy and physiology of the nervous system. Prerequisites: BIOL 221/222, OT 205.

302 Basic Concepts of Occupational Therapy Introduction to various roles of OT; issues impacting on the delivery of OT services; knowledge, skills and attitudes basic to practice of the profession. Laboratory and community clinical experiences. Prerequisite: Admission to the Program.

336 Health, Disease, and Trauma Understanding the 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 general medical problems and problems of the neuromusculoskeletal system. Prerequisites: BIOL 221/222.

338 Performance Adaptation Theory & Application Analysis of problems of self-maintenance, productivity, and leisure performance, modes of adaptation/instruction for promoting functional independence; design and construction of adaptive equipment and work samples. Laboratory included. Prerequisites: OT 205, 302, 336.

350 Field Experience in Occupational Therapy .5-1 unit Field experience in a local occupational therapy department. Summary log and at least 100 hours of supervised experience plus research paper or project are required.

443 Pediatric Function/Dysfunction and Treatment Study of Occupational Therapy in Pediatrics with emphasis upon the motor and sensory integrative performance of occupational behavior. This course examines normal/abnormal development, evaluation procedures and introduces treatment procedures. Practicum included. Prerequisites: EDUC 307, OT 210, 338.

444 Mental Health, Dysfunction and Treatment 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. Community clinical experience included. Prerequisites: Behavioral sciences prerequisites, OT 443, 460.

460 Concepts of Clinical Treatment Evaluation, treatment, principles, and modalities for clients with physical dysfunction. Emphasis on the biomechanical, neurodevelopmental and rehabilitation models. Prerequisites: OT 210, 338.

461 Applied Clinical Treatment Clinical management, clinical research, and consultation. Responsibility for evaluation and treatment of clients in the UPS teaching clinic. Prerequisites: OT 443, 460.

Note: To participate in OT 501 through OT 504, a student must have completed the required 10 units in OT and have the approval of the Director, School of Occupational Therapy.

501 Field Work Experience: Physical Dysfunction/Disability No Credit A minimum of 12 weeks in a physical dysfunction/disability area within a hospital or other agency, with guided experience in client evaluation and treatment.

502 Field Work Experience: Mental Health No Credit A minimum of 12 weeks in a psycho-social community agency or hospital setting, with guided experience in client evaluation and treatment.

503 Field Work Experience: Pediatrics No Credit A minimum of 12 weeks in a public school, community agency or hospital, with guided experience in evaluation and treatment of children. Optional.

504 Field Experience: Specialty Area No Credit To be served in such specialty areas as general medicine and surgery, mental retardation, or gerontology. Optional.
Occupational Therapy and Physical Therapy

508  Special Topics  .5-2 units  Developed by faculty and students to provide on a short term basis an opportunity to obtain advanced professional training for occupational therapists.

Note: Graduate course offerings may be found in the School of Occupational Therapy and Physical Therapy brochure.

About the 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 physical therapist evaluates neuromusculoskeletal, sensorimotor and related cardiovascular and respiratory functions of individuals who have been disabled through injury, illness, developmental deficits and the aging process.

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 is 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 prepares the student to make judgements 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, physical therapists' offices and clinics, long term care facilities, research facilities, sports medicine clinics, county, state or other governmental agencies, educational centers offering programs for physical 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.

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: CHEM 120/121, or equivalent; PHYS 111/112, or equivalent; BIOL 221/222; CSOC 206 and 207; BPA 350; PT 201, 205, 210, 230, 330, 331, 336, 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 in the required courses for the major. A student will be placed on academic probation if the 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 32 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 student's Oral Communication core requirement by taking a course in interpersonal communication or small group process (C&TA 200 or 202). Students who are not required to fulfill University core requirements, having met them at a previous institution, are required to take C&TA 200 or 202 and a comparative values course, 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 180 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 admissibility of students enrolled full time at the University of Puget Sound are made prior to consideration of applications from part-time UPS students or transfer students. To be eligible for priority decision, the UPS student must be enrolled full time during the fall and spring semesters of the year in which application is made. All applicants must have completed chemistry and physics (UPS CHEM 120/121, or equivalent; PHYS 111/112, or equivalent) prior to application or describe specific plans for completion prior to matriculation. Applicants are urged to complete human anatomy and physiology (BIOL 221 and 222) prior to matriculation.

The Physical Therapy admission committee strives to select those applicants whose educational 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 upon information related to the following: completion of all prerequisites prior to matriculation; academic ability with a minimum 3.0 cumulative GPA and minimum 2.8 science GPA (CHEM 120, 121; PHYS 111, 112; and BIOL 221, 222 if taken prior to application); 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. All applicants must submit current materials, regardless of how many previous applications have been filed.

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. Prerequisite: Admission to PT Program.

205 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; biomechanics of human motion, attachment, innervation and action of skeletal muscles. Emphasis is placed on function of anatomical structures through lecture, demonstration and laboratory experience. Prerequisite: Admission to PT Program or instructor permission.

210 Human Performance and Its Control System 2 units See OT 210. Prerequisites: For PT students, BIOL 221 and PT 205.

330 Musculoskeletal Evaluation and Approaches to Therapeutic Exercise Conceptualization of motion homeostasis at the person, system, organ and tissue levels with consideration for impact on the family and society. Problem solving approach to selection and performance of physical therapy musculoskeletal evaluation, and therapeutic exercise intervention procedures for attainment or restoration of optimum motion homeostasis, and for adaptation to permanent impairment or loss. Intensive laboratory experience for development of skill in evaluation and administration of therapeutic exercise. Clinical experience in the community. Prerequisites: PT 205 and 210.

331 Neurodevelopmental Approaches to Treatment An investigation of the five major neurodevelopmental approaches to patient treatment with emphasis on the neurophysiological basis for each approach, and interaction of approaches for clinical use. Laboratory experience for developing skill in application of facilitation/inhibition techniques. Clinical experience in the community. Prerequisite: PT 330.

332 Neurodevelopmental Approaches to Treatment Lecture .5 unit The lecture component of Neurodevelopmental Approaches to Treatment offered to Occupational Therapy Program students only.

335 Extremity Joint Mobilization Techniques A review of anatomy and biomechanics. Rationale of, and intensive laboratory practice in, evaluation and basic mobilization techniques. Reading and discussion of current literature. Prerequisites: PT 330 and instructor permission.

336 Health, Disease and Trauma See OT 336. Prerequisites: For PT students, admission to PT Program.

430 Analysis and Synthesis of Physical Therapy The analysis and synthesis of physical therapy concepts, skills and values utilizing clinical experiences in the UPS teaching clinic, seminar and written projects. Prerequisites: PT 330 and 331.

492 Assessment of Movement in Pediatrics The course provides an in-depth look at the development of human movement up to thirteen years of age. Normal children will be assessed as a mechanism for guiding learning. Common movement disorders will be studied and trends in physical therapy practice in pediatrics will be surveyed. Prerequisite: Instructor Permission.

493/494 Seminar Credit Arranged Undergraduate seminars to provide opportunity for implementation of special topics by students and faculty. Approval of advisor and program faculty required.

497 Clinical Internship Non-Credit Fourteen weeks clinical internship with guided experiences to provide physical therapy services. Clinical fee required. Prerequisites: Satisfactory completion of the Physical Therapy major and approval by the Director of Physical Therapy Program.

Philosophy

Professor: John Magee
Associate Professor: Lawrence Stern
Assistant Professor: Douglas Cannon, Chair; Cass Weller

About the Department
The department takes a broad view of philosophy: students will be exposed to a range of philosophical perspectives. The staff is highly qualified in a variety of philosophical methods, which are developed according to the needs of the students and the problems at hand.
Philosophy

The faculty divide their energies among courses that (a) explore the history of philosophy, (b) systematically discuss the fundamental nature of reality and our reasoning about it, and (c) treat questions relating to values.

The purpose of the department is to provide the student with a number of different skills and kinds of knowledge: (1) familiarity with different schools of thought and methods in philosophy; (2) increased power in both analytic and synoptic thinking; (3) increased self-understanding arising from a rigorous examination of one’s beliefs, of the nature of good reasons, of the role that presuppositions play in thinking, and of the place of non-rational elements in human existence; (4) insight into the nature of ethical reasoning, as it applies both to choices in personal life and assessment of institutions; (5) a knowledge of the great thinkers of Western philosophy; (6) an opportunity to become aware of the wisdom of Eastern philosophy; (7) a sense of the grounds of knowledge and warranted belief.

Students planning to do graduate work will be well-prepared for advanced study.

Philosophy courses numbered between 101 and 110 are different approaches to introductory material. Only one course from this sequence may be counted toward the degree.

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 (PHIL 104, and 106 do not count toward the major):
1) History (three courses): Ancient Philosophy (PHIL 215), and two from the following PHIL 219, 222, 314, 315, or 317;
2) Area of logic and analytic philosophy (three courses): Logic (PHIL 172 or 273), choice of Philosophy of Mind (PHIL 319) or Philosophy of Language (PHIL 321), and choice of Epistemology (PHIL 320), Philosophy of Science (PHIL 332), or Metaphysics (PHIL 401);
3) Area of philosophy of values (two courses): Ethics (PHIL 383) or Social Ethics (PHIL 384), and one of the following: PHIL 386, 388, 443, or 482;
4) One additional course in Philosophy.

Requirements for the Minor
Five courses are required: Ancient Philosophy (PHIL 215); Modern Philosophy (PHIL 219); Logic (PHIL 172 or 273); either Ethics (PHIL 383) or Social Ethics (PHIL 384); and one of the following: Philosophy of Mind (PHIL 319), Epistemology (PHIL 320), Philosophy of Language (PHIL 321), Philosophy of Science (PHIL 332), or Metaphysics (PHIL 401).

Course Offerings
104 Introduction to Philosophy Centers around problems common to both Eastern and Western philosophy. What is philosophy, the nature of reality, the self, ethics, and theory of knowledge. Some Western philosophers consulted: Plato, Anselm, Kierkegaard, Sartre, James, Kant, Descartes, Hume, and Blanshard. Eastern thinkers or writings: Upanishads, the Bhagavad Gita, Sankara, the Buddha, Nagarjuna, The Surangama Sutra, the Tao Te Ching, Zen writings, Confucius, Changtzu, and Chu Hsi. Satisfies Humanistic Perspective core requirement.

106 Introduction to Philosophy Representative philosophical topics, such as mind and body, the grounds of knowledge, the existence of God, political obligation, and human freedom, are discussed primarily in connection with major figures in the Western philosophical tradition, e.g., Plato, Descartes, Locke, and Hume. Work by contemporary philosophers may also be included. Satisfies Humanistic Perspective core requirement.

172 Logic and Language An introduction to symbolic logic and its relation to the analysis of informal arguments, the grammar of natural languages, the structure of mathematical proofs, and the design of digital computers and programming languages. Fallacies and paradoxes. Philosophical issues of meaning and truth. Prerequisite: One year of high school algebra or MATH 101 or equivalent. Satisfies the Quantification core requirement.

215 Ancient Philosophy Ancient Greek philosophy beginning with pre-Socratics, and focusing on Plato and Aristotle. Satisfies the 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. Offered alternate years; to be taught in 1984-85.

252 Philosophy in Literature A study of philosophical ideas as they are expressed in a number of literary works. Among the themes treated in the course will be the religious and atheistic outlooks on life, the place of rules in morality, freedom and determinism, the significance of our eventual death for the conduct of life, revolutionary communist morality, and relations between the sexes. Satisfies the Humanistic Perspective core requirement.

273 Formal Logic A presentation of the principles and techniques of deductive logic. Topics include the concepts of logical form, inference, and proof; the logic of truth-functions, quantifiers, and identity; the theory of formal systems; Goedel’s results on the incompleteness of arithmetic and the unprovability of consistency. Prerequisite: MATH 111 or equivalent. Satisfies the Quantification core requirement.


315 20th Century 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” and analysis, and contemporary writings of Quine. Not offered in 1984-85.

317 Nineteenth Century Philosophy The course begins with a study of Kant’s idealism, post-Kantian German idealism in Schopenhauer and Hegel, materialistic philosophies of Feuerbach, Marx, Engels, and concludes with consideration of the philosophical thought of Kierkegaard and of Nietzsche. Not offered in 1984-85.

319 Philosophy of Mind A philosophical study of the nature of the mind. Behaviorism and mentalism. The relation of mind to body. Functionalism and the computer model in cognitive psychology. The theory of innate ideas in contemporary linguistics. Prerequisite: One course in philosophy or junior standing in psychology. Offered alternate years; next taught in 1985-86.

320 Epistemology A consideration of the questions, “What do we know?” and “How do we know it?” Philosophical skepticism and possible responses to it. Programs for providing certain foundations for all knowledge. The contribution of psychology and other natural sciences to epistemology. Offered alternate years; to be taught in 1984-85.

321 Philosophy of Language Contemporary philosophical views on the nature of language and their bearings on broader philosophical questions. The course will focus on the notions of meaning, reference, and truth. It will include reading from Frege, Russell, Wittgenstein, Quine, Kripke, and Dummett. Prerequisites: Two courses in philosophy. Offered alternate years; to be taught in 1984-85.

332 Philosophy of Science A study of the structure, range, and justification of scientific theories. Topics include the concept of scientific explanation, the status of theoretical terms, confirmation and inductive inference in science, and the scope and authority of science. In accordance with class interest, selected philosophical problems relating to the substance of specific sciences may be discussed. Prerequisite: One course in philosophy or junior standing in one of the sciences. Not offered in 1984-85.

336 Science and Human Values A study of tensions between modern science and values expressed in religion and morality. The course explores these tensions in particular historical settings such as the trial of Galileo by the Inquisition and the theistic reaction to Darwin’s theory of evolution. It compares the theories of science with religious and moral doctrines with respect to objectivity. Satisfies the Comparative Values core requirement.
338 Philosophy and Medicine  An application of philosophical analysis and of ethical theory to conceptual and ethical questions posed by health care. Some of the questions we consider are as follows: What is health? What is illness? Is there a right to health care, and, if so, when? What is informed consent and what role should it play in treatment and in experimental research? When may a person be involuntarily hospitalized? Is an embryo or foetus a person? Satisfies the Comparative Values core requirement.

383 Ethics  A study of contrasting moral theories. The questions of whether there are any rationally justifiable moral rules and whether any of these hold without exception will be main topics. There will also be discussion and reading on particular, concrete moral problems. Satisfies the Comparative Values core requirement. Offered alternate years; next taught 1985-86.

384 Social Ethics  A study of the ethical dimensions of social problems and social theories about them. Such topics as war, the meaning of democracy, criminal punishment, the distribution of wealth and income, questions of professional ethics, abortion, and biomedical technology will be considered. Satisfies the 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 the Comparative Values core requirement. Offered alternate years; next taught 1985-86.

388 Marxism  We will be occupied mainly with studying, understanding, and arriving at a reflective judgment about, the writings of Karl Marx and Friedrich Engels. Topics will include historical materialism, the dialectic, Marxist economics, the class stratification of capitalist society, the theory of revolution, and the Marxian vision of post-revolutionary society. Satisfies the Comparative Values core requirement.

401 Metaphysics  An advanced study of some of the following metaphysical topics: human freedom and the causal order, universals, the nature of identity, number and other abstractions, the divine attributes and the existence of God, essence and substance, pluralism and monism. The course presupposes an acquaintance with modern logic. Prerequisites: Two courses in philosophy. Offered alternate years; next taught in 1985-86.

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. Offered alternate years; next taught in 1985-86.

482 Philosophy of Religion  Aspects of religious faith provoking 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. Offered alternate years; next taught in 1985-86.

Physical Education

Associate Professor: Dawn Bowman; Donald A. Duncan; Joseph Peyton, Jr; Paul J. Wallraf, Chair; Roberta A. Wilson; Donald C. Zech

Teaching Specialists: Thomas A. Cross, Jr.; David Lindstrom; Tom Mays; James D. Schuldt; Ron Simonson

About the Discipline

In an era when medical technology can successfully sustain life to the point where moral and legal issues complicate medical advances, the research community recognizes the importance of developing preventative medicine. Thus, the role of exercise and research in physiological-psychological stress takes on a major importance in the coming decades. Physical
Physical Education

Education now finds itself deeply involved in the life of the academic, local, and business communities.

Research in Physical Education (exercise physiology, biomechanics, and motor learning) supplements the body of knowledge which is presently used by the medical, physical therapy and special education professions to understand and treat the disease or the handicap. In addition, new heights in athletic performance are being achieved through research in nutrition, techniques, and training.

The education of the general public in health management and injury prevention has taken on a renewed emphasis. The physical educator not only trains the body, but also relays a body of knowledge from the research community to the public, educating the casual and avid exerciser to make sensible and knowledgeable decisions concerning sedentary and active life. Recognizing the importance of teaching personal discipline and serious commitment to goals as well as the social and physical benefits of sport, schools and recreational programs have increased in the opportunities to compete in sports. The need for well informed coaches about the anatomical/physiological development of girls and boys, women and men, is present in both publicly and privately supported programs of competitive athletics.

Corporate business recognizes the importance of physical activity in maintaining effective productivity and longevity from among its employees. Leisure time is more plentiful than ever before and thus private as well as public recreational leisure services continue to increase with an ever growing awareness and acceptance of physical activity as a lifetime pursuit.

About the Department

The UPS Physical Education Department provides the major with both a theoretical and practical background in human movement. A foundation of scientific courses is integrated with philosophical, technical, and psychological courses to develop an understanding of the effects of movement on the total human being. Areas of emphasis within the major include: 1) Teaching PE at the Secondary Level. Those who wish to teach on the elementary school level are encouraged to major in Elementary Education and minor in PE; 2) Coaching at all age levels with a PE or other academic major; 3) Leisure Studies Administration in the Public and Private Sector; 4) Sport and Exercise Science in areas of (a) corporate fitness, (b) graduate school or research preparation, and (c) athletic training preparation.

In addition to the PE major the PE department offers the general university student 48 different activity classes including: fitness, recreational activities, sports skills, and dance. It is the goal of the department to promote the development and maintenance of physical fitness as a lifestyle through sport, recreational and dance activities; to provide the understanding of the physiological importance in physical activity; to provide opportunities to develop one's level of concentration, discipline, and emotional control through skill development and competition; and to promote social interaction now and in the future through sport and recreational skills.

Requirements for the Major and Minor

1) Twelve Minute Run: All majors and minors are required to demonstrate a good state of cardiovascular fitness by running the following minimum distances in 12 minutes: Men: 1.5 miles; women: 1.3 miles. This test must be passed during the last semester.

2) Maintain a grade-point average of 2.5 in major/minor courses.

3) Skill Proficiency: All majors and minors must complete skill proficiency requirements in skill areas as indicated below:

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<td>Ballroom Dance</td>
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Proficiency may be achieved in the following ways: 1) earn a grade of B or better 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, 195, 227, 310, 314 and 410. In addition to the core courses, the student should select one or more of the following fields of emphasis:

1) Teaching: BIOL 221/222; PE 214, 272, 312, 320, 325, and 461 Additional requirements for teacher certification include: Secondary certification: EDUC 301, 302, 359, 360, 402 (2-4 units), 415 and 416.

The Physical Education major who specializes in teaching will be certified as a secondary teacher in the State of Washington. Those who wish to teach on the elementary school level are encouraged to major in Elementary Education and minor in Physical Education.

2) Athletic Coaching: PE 201, 325, 437, 461, and 213 or 214; and two of the following: PE 331, 332, 333, 334, 353, or 363; BIOL 221/222; PSYC 101. PE 400 is strongly recommended.

3) Leisure Studies: PE 223 or 224 or 226, 316, 385, 386, 400, 497/498; BPA 213; CSCI 155; CSOC 351 or URBA 108; PSYC 381; and three of the following: ART 102, BPA 358, C&TA 202, C&TA 340, EDUC 577, ENGL 209, PSYC 432 or MUS 341. P&G 314 strongly recommended.

4) Sports Medicine—Corporate Fitness: PE 201, 268, 272, 325, 461, 497; BIOL 221/222; CSCI 155; BPA 213, 225, and 340; or Sports Medicine—Athletic Training: PE 201, 268, 272, 325, 461, 427/428; BIOL 221/222; CSCI 155; PHYS 111; and PSYC 330; or Sports Medicine—Graduate School Preparation: PE 213, 214; BPA 203; CHEM 250/251; and two units from CHEM 430/431; CSCI 155 or 161; MATH 101, MATH 121; PHYS 111 or 121.

Requirements for the Minor
PE 190, 227 plus one of the following:

1) Teaching emphasis: PE 310, 314 and 320, 1.0 additional academic units in the teaching area and one academic unit of electives from the PE Department to total 4.0 units of PE plus education classes outlined in secondary teaching emphasis;

2) Leisure Studies emphasis: PE 310, 386, 400, 410, plus 1.5 academic units of electives from the PE Department to total 4.5 units of PE; or

3) Athletic Coaching emphasis: PE 261, 310, 325 437, one course in theory from PE 331, 332, 333, 334, 353 or 363, and 2.5 academic units of electives from the PE Department to total 5.5 units of PE.

4) Health Education emphasis: PE 195, 201, 268, 375; PSYC 200 or 465; and CSOC 121 or 202.

Course Offerings
Intercollegiate Varsity Sports

(One half activity credit each)

101A Cross Country (men)
101B Cross Country (women)
102 Football
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 activity credit each)
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.
120  Fundamentals of Women’s Self Defense
122  Strength Training and Conditioning
123  Power Lifting for Football
124  Jogging and Aerobics
126  Individualized Fitness
129  Adaptive PE
130  Scuba
131  Alpine Hiking and Backpacking
132  Advanced Alpine Hiking and Backpacking
137  Beginning Riding
138  Intermediate Riding
140  Archery
141  Beginning Bowling
142  Intermediate Bowling
144  Pickleball
150  Fencing
151  Tumbling and Gymnastics
152  Beginning Golf
153  Intermediate Golf
155  Track and Field
156  Swimming for Non Swimmers
157  Intermediate Swimming
158  Advanced Swimming
159  Lifeguarding
161  Beginning Tennis
162  Intermediate Tennis
163  Advanced Tennis
164  Handball
165  Racquetball
166  Advanced Racquetball
167  Beginning Badminton
168  Intermediate Badminton
170  Beginning Volleyball
171  Intermediate Volleyball
172  Advanced Competitive Volleyball
174  Beginning Basketball
175  Advanced Basketball
176  Beginning Soccer
178  Softball
180  Beginning Ballet
181  Intermediate Ballet
183  Beginning Jazz Dance
184  Intermediate Jazz Dance
186  Folk Dance
187  Ballroom Dance
189  Campus Field Experience (PE Majors/Minors only)

Academic Courses
190  Foundations of Fitness  .5 unit  This course is designed to provide the student with knowledge about the sedentary and conditioned body’s response to physical stress as well as a laboratory exposure to various approaches to conditioning which will enable the student to
knowledgeably evaluate exercise and diet programs and fads. Offered alternate years; 1984-86 Fall Term only.

191  Perspective in Sport  .5 unit  This course will expose students to historical perspectives in American sport. Offered alternate years; 1986-88 Spring Term only.

195  Personal Health  .5 unit  This health class is designed to help students see that total health is an integration of their physical, mental-emotional, and social components into a functioning whole. The class also attempts to provide opportunities for students to see the interrelationship between their health and the health of others.

201  Nutrition: Energy Balance  This course is intended to provide the student with the basic concepts of nutrition and exercise. Comprehension of metabolism and energy values of food and physical activity are vital to the personal evaluation of nutritional and exercise habits which are emphasized in this class. Other topics explored will include food fadism and controversies, body composition, weight control, food related diseases, special diets and nutritional needs throughout the life cycle.

213  Motor Development  .5 unit  This course introduces the student to the existing body of knowledge regarding motor development of children and the significance of physical activity in early childhood. Offered alternate years, 1985-87, Spring Term only.

214  Motor Learning  .5 unit  This course will incorporate both a survey and empirical approach to motor learning and control. Theories on how the individual receives, processes and acts on information will be discussed. Emphasis is placed on the utilization of empirical results: their implications for teaching and enhancement of motor performance. Offered alternate years, 1985-87, Spring Term only.

223  Technique and Method of Sports Officiating I  .5 unit  Study of practical experience with written rules and techniques of officiating volleyball, football and soccer. Offered alternate years, 1984-86, Fall Term only.

224  Technique and Method of Sports Officiating II  .5 unit  Study of and practical experience with written rules and techniques of officiating basketball and baseball. Offered alternate years, 1985-87, Spring Term only.

226  Technique and Method of Sports Officiating III  .5 unit  Study of and practical experience with written rules and techniques of officiating wrestling, track & field, swimming, tennis and golf. Offered alternate years, 1985-87, Spring Term only.

227  Care and Prevention of Sports Injuries  .5 unit  An introductory course for the sports-oriented individual dealing with prevention, recognition, treatment, and rehabilitation of common sports injuries. Practical application of bandaging, taping, and preventative conditioning are included. Offered alternate years, 1985-87, Spring Term only.

249  Teaching and Administration of Aquatics  This course covers every aspect of the organizing and teaching of swimming courses from the beginning level through advanced lifesaving. In addition, the principles of pool management are taught in the areas of pool programming, personnel, basic water chemistry, equipment and machinery, and filtration. Prerequisite: PE 159 or Red Cross Advanced Lifesaving. Minimum Red Cross "Swimmer" level ability.

261  Introduction to Exercise Physiology  .5 unit  This course exposes the student without a background in human science to the basic physiological principles underlying the physical training and conditioning process. Emphasis is placed on the application of exercise physiology to sports and physical activity. Offered alternate years, 1986-88, Spring Term only.

268  First Aid  .5 unit  This class is conducted following the guidelines of the American National Red Cross Standard First Aid and Personal Safety course. Emphasis is placed upon an understanding of the body's reaction to trauma and the causes, immediate recognition and early care of medical emergencies.
Physical Education

272 Evaluation and Measurement .5 unit The course covers the practical application of tests and measurements that the physical educator may wish to use in evaluating physical fitness, sports skills, knowledge, and attitude as well as methods of classification according to ability. Enough elementary statistics are presented so the student may construct tests and norms, and evaluate tests now in use. Offered alternate years, 1985-87, Spring Term only.

284 Leadership for Special Studies .5 unit Leadership for special programs to include camp leadership, recreational arts and crafts, and recreational fitness programs. Offered alternate years, 1986-88, Spring Term only.

310 Administration of PE, Recreation, Athletics .5 unit Administrative policies essential to efficient and effective program operation in physical education, athletics, and recreation will be studied. The purpose of the course is to help the undergraduate physical education student gain a background of information needed to fully understand the total physical education, athletic and intramural program on the elementary, junior high and collegiate level. Offered alternate years, 1985-87, Fall Term only.

312 PE Curriculum .5 unit The study of physical education curriculum includes the background information needed for physical education curriculum development, the procedures of curriculum instruction, study of various teaching approaches and the methods used for implementation. Offered alternate years, 1985-87, Spring Term only.

314 Adapted Physical Education .5 unit This course provides the background and gives instruction in design and implementation of physical education programs for the physically and/or mentally handicapped. Offered alternate years, 1984-86, Fall Term only.

316 Administration of Intramural and Recreational Sports .5 unit Students will study the basic ingredients required for administering a successful intramural program. Topics will include the framework within which intramural sports exist, the fundamental actions and reactions which guarantee successful programming, how to solve program problems, which basic program ingredients are identical and applicable to all levels and for all programs. Students will be required to participate in running one intramural activity, its organization and set up. Offered alternate years, 1986-88, Spring Term only.

320 Methods of Teaching PE This class is designed for PE majors and will include methods involved with teaching tumbling, gymnastics, individual and team sports at the secondary level. Practical exercises will include lesson plan preparation, organization of classes, history and nature of sports, rules and regulations, equipment and safety procedures, teaching methodology, and introduction to drills which develop good performance. Prerequisites: PE 121, or permission from instructor and passage of Skill Proficiency Tests in 1 Team Sport and 4 Dual/Individual Sports.

325 Kinesiology Instruction in anatomical and biomechanical factors of human movement and sport skills are emphasized. Prerequisites: BIOL 221/222, recommended. Offered alternate years, 1986-88, Spring Term only.

331 Football Theory .5 unit This course consists of an introduction to new techniques, philosophies, and rules, and is meant to provide a broad base of football knowledge upon which a coach or potential coach can build. Offered alternate years, 1984-86, Fall Term only.

332 Basketball Theory .5 unit Designed to prepare people interested in coaching basketball, from pee-wee through senior high school. In this course students will study the proper methods used in preparing youngsters to play the game. Offered alternate years, 1984-86, Fall Term only.

333 Track and Field Theory .5 unit Methods involved with coaching and officiating track and field, drill techniques, administration of track meets, and writing track and field workouts are covered in this course. Students will be required to officiate at least one track meet. Offered alternate years, 1986-88, Spring Term only.
334  **Baseball Theory**  .5 unit  The course is geared for coaching of elementary through high school baseball teams. Emphasis of the course is on fundamentals and strategy of baseball. Offered alternate years, 1985-87, Spring Term only.

353  **Volleyball Theory**  .5 unit  Instruction in history, terminology, rules, strategies, teaching techniques, drills, coaching, common injuries training, and tournament organization will be included in this course. **Prerequisite:** Advanced skill level or PE 171. PE 325 is recommended. Offered alternate years, 1984-86, Fall Term only.

363  **Tennis Theory**  .5 unit  Instruction in tennis history, terminology, safety, etiquette, rules, strategies, teaching techniques, coaching, training, club management and tournament organization. **Prerequisite:** Appropriate skill at intermediate or advanced level. Offered alternate years, 1985-87, Spring Term only.

365  **Physical Education in the Elementary School**  .5 unit  The class is designed to provide the elementary education teacher with basic ideas of movement education as well as games and students for the classroom. Offered alternate years, 1985-87, Fall Term only.

375  **Methods of Teaching Contemporary Health Issues in the Secondary School**  The class is to help prepare physical education majors for junior and senior high teaching. Although the total school health program is referred to, the real emphasis is on health teaching and how it can be carried out in a fascinating and exciting manner. Offered alternate years, 1986-88, Spring Term only.

385  **Recreation Leadership and Program Planning**  This course will provide the student with face to face leadership training and experience, plus the ability to plan a comprehensive recreation program. Offered alternate years, 1984-86, Spring Term only.

400  **Practicum**  .5-1 unit  Supervised practical experience in the organizational and administrative aspects within the chosen field of practicum experience. **Prerequisites:** Departmental major; Junior or Senior standing; approval of the instructor; 2.5 GPA.

410  **Facilities Planning and Management**  Planning design and management of athletic, physical education and leisure service facilities. Offered alternate years, 1985-87, Fall Term only.

427/428  **Seminar in Sportsmedicine I, II**  .5 unit each  An advanced in-depth course designed especially for those entering the field of sportsmedicine and specifically the profession of athletic training. Areas of concentration deal with the administration and organization of athletic training facilities, records keeping, specific and thorough evaluation, treatment and rehabilitation of injuries, illnesses, and conditions indigenous to the active sports participant. First hand experience working in the UPS Training Room and staffing varsity athletic practices and contests are some of the requirements of this class. **Prerequisites:** 300 hours of previous work in athletic training room; currently on staff of UPS Sportsmedicine facility; permission of the instructor.

437  **Psychology of Coaching**  .5 unit  This course is designed for those preparing to coach competitive sports at all levels. Emphasis is on the effect of coaching an athletic performance. Areas discussed include coaching philosophies, personalities of coaches and athletes, motivation, communication, discipline, and the many other factors involved in coach-athlete relationships. Offered alternate years, 1985-87, Fall Term only.

461  **Physiology of Exercise**  This course is intended to review basic physiological principles with special application to the exercising individual, including theory and methods of training and conditioning. **Prerequisite:** BIOL 221, 222.

462  **Instrumentation in Exercise Physiology**  .5 unit  This course is intended to familiarize the student with the laboratory procedures commonly performed in human performance laboratories for fitness assessment. The student will study in depth the historical and physiological significance of each testing procedure, assessing its strengths and weaknesses.
Physical Education

Each student will learn to calibrate and operate the equipment and to perform all calculations necessary to derive meaningful data. The student will become familiar with the scientific method used in human performance studies. Emphasis will be placed on following proper procedures and interpretation of results. Actual hands on experience with each piece of equipment will be stressed under close supervision. Prerequisites: MATH 271, PE 461.

497/498 Internship .5-1 unit each

508 Workshop in Physical Education credit variable, .5-1 unit Special workshop in Physical Education to instruct teachers and coaches in the current knowledge and trends.

Physics

Professor: H. James Clifford, Chair (on leave, 1984-85); Frederick Slee, Acting Chair
Assistant Professor: Peter Adams; Alan Thorndike; Andrew Rex

About the Department
The Department seeks to address the needs of a diverse undergraduate community of not only physics majors, but pre-engineering students and other science majors. The Department supports the University's liberal arts emphasis by providing coursework for students majoring in non-science areas, in order to broaden their intellectual reach.

The Department of Physics provides a comprehensive education in physics at the undergraduate level. Coursework is assigned to provide students with a sound foundation in both classical and modern physics. Students planning advanced studies in physics in graduate schools ordinarily pursue the Bachelor of Science Program. Since physics is a basic science with applications in many related or allied fields, the Bachelor of Arts Program often appeals to students interested in Chemistry, Engineering, Biophysics, Astronomy, Meteorology, Mathematical Physics, Education, Law, Environmental Physics, and the History and Philosophy of Science.

Independent research projects are encouraged and senior thesis presentations are required of all physics majors.

Requirements for the Major

Bachelor of Science
1) PHYS 121/122, 221/222, 305/306, 351/352, and one additional upper division course;
2) MATH 121/122, 221, 232, 301, 341/342.

Bachelor of Arts
1) PHYS 121/122 (or 111/112), 221, 305, 351 and 3 additional upper division courses;
2) MATH 121/122, 221, 232, and 301;
3) CHEM 125/126 (or 120/121);
4) Foreign Language: Either satisfactory completion of foreign language at 201 level or equivalent competency.

Bachelor of Arts (Three-Two Engineering Students)
1) PHYS 121/122, 221, 305, 351 and two additional upper division courses;
2) MATH 121/122, 221, 232, and 301, or equivalent;
3) CHEM 125/126; and
4) CSCI 161, or equivalent.
Note: Degree is awarded upon completion of Baccalaureate in Engineering.

Requirements for the Minor
Physics 121/122 (the 111/112 sequence will also be accepted); three additional units at least one of which must be at the 300 level or higher.
Course Offerings

103 **Historical Development of Physical Science**  An introduction to the history of physics is given, including, in the first semester, the development of concepts about the solar system and the development of mechanics. Meets a Natural World core requirement.

104 **Historical Development of Physical Science**  PHYS 104 includes the history of the atomic hypothesis, the behavior of light and a look at the universe from a 20th century point of view. **Prerequisite:** PHYS 103 or permission of the instructor. Meets a Natural World core requirement.

109/110 **Astronomy/Astrophysics**  1 unit each  Survey course on astronomy from ancient times to the present.

111 **General College Physics**  This course is designed for any interested student regardless of his or her particular major, and provides an introduction to the study of motion, matter, waves, sounds, 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:** PHYS 111. Meets a Natural World core requirement.

121 **General University Physics**  Fundamental principles and application of mechanics, gravitation, heat and wave motion treated with the use of differential and integral calculus. **Prerequisite:** MATH 121 (may be taken concurrently). Meets a Natural World core requirement.

122 **General University Physics**  Continuation of Physics 121. Fundamental principles and applications of electricity, magnetism, optics and quantum concepts treated with the use of differential and integral calculus. Calculus methods are used throughout. **Prerequisite:** PHYS 121. Meets a Natural World core requirement.

221 **Modern Physics I**  This course will serve as an introduction to twentieth century physics, concentrating on special relativity and statistical physics. Applications to atomic, nuclear, and solid state physics will be stressed. **Prerequisites:** PHYS 122 and MATH 221 (may be taken concurrently).

222 **Modern Physics II**  This course is a continuation of PHYS 221. In this semester the development of quantum theory in the first third of the twentieth century will be studied in detail. Again applications to current research will be examined. **Prerequisites:** PHYS 221 and MATH 301 (may be taken concurrently).

231 **Circuits and Electronics**  For any students; 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:** None.

232 **Digital Electronics and Computer Hardware**  This course will offer each student practical hands-on experience with modern integrated circuits including a representative microprocessor. Emphasis will be placed upon interfacing the microprocessor with external hardware for data acquisition and process control. It will serve all students who need familiarity with digital instrumentation or who need an understanding of the specific electronic devices which comprise a computer system. Also see CSCI 232. **Prerequisite:** None.

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
Physics

mathematics is introduced throughout the course. The student will learn to find solutions to otherwise difficult problems by means of numerical methods using available computer facilities. A detailed treatment of certain problems of primary importance in physics, including harmonic oscillators and planetary motion. Prerequisites: PHYS 112 or 122; Math 301 desirable.

306 Classical Mechanics  Dynamics of particles and rigid bodies; Lagrangian and Hamilton mechanics; calculus of variations; tensor analysis. Prerequisites: PHYS 305 and MATH 301.

351 Electromagnetic Theory  Theory of electrostatic and magnetostatic fields; theory of potential; harmonic functions; fundamentals of boundary value problems. Prerequisites: Two semesters of general physics, three semesters of calculus, one semester of differential equations.

352 Electromagnetic Theory  Continuation of 351. Propagation of electromagnetic waves; energy transfer, special relativity, principles of optics; physics of plasmas. Prerequisite: PHYS 351.

401 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: PHYS 305 and MATH 221, or permission of the instructor.

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: PHYS 306, 352.

411/412 Quantum Mechanics  Mathematical development of the quantum theory of matter. Prerequisites: PHYS 306, 352; MATH 301.

Politics and Government

Professor: Philip M. Phibbs

Associate Professor: Craig G. Gunter, Chair; Arpad Kadarkay

Assistant Professor: David Balaam; Maria Hsia Chang (on leave, 1984-85); Priscilla Regan; Donald Share

About 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 post-graduate 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 fosters intellectual growth and development of students. This program will be grouped into the following sub-areas: (1) American Government; (2) Comparative Politics; (3) International Relations; (4) Political Theory. In addition, the Department seeks to expand the learning opportunities by offering a variety of individual programs consisting of independent studies and internships.

**Requirements for the Major**

I. Completion of a minimum of 9 units in the Department of Politics and Government to include:

   A. Two 100 level introductory courses: Introduction to U.S. Government and Political Theory, and Introduction to Comparative Politics and International Relations;
   B. One upper division course (200 or 300 level) from each of the four major areas: American Government; Comparative Politics; International Relations; and Political Theory;
   C. Two of the remaining three units concentrated in one of the four major areas at the 300 level;
   D. One 400 level seminar to be taken in the Senior Year, or with the permission of the Politics and Government faculty in the Junior Year;

II. Two courses meeting Society core requirements and one course meeting Historical Perspective core requirements, all of which must be taken outside the Department of Politics and Government;

III. At least five units of the total must be taken in residence at this University;

IV. Any deviation from these requirements requires written approval by the Politics and Government faculty meeting as a whole.

**Requirements for the Minor**

I. Completion of a minimum of 5 units in the Department of Politics and Government to include

   A. The two 100 level introductory courses;
   B. Three units at the 200 or 300 level, 2 of which must be concentrated in one of the four major areas. One course may be at the 400 level with the permission of the Politics and Government faculty.

II. At least three units of the total must be taken in residence at this University;

III. Any deviation from these requirements requires written approval by the Politics and Government faculty meeting as a whole.

**Major Area Courses**

101, Introduction to U.S. Government and Political Theory
102, Introduction to Comparative Politics and International Relations
210, Law and Society
211, Political Parties and Electoral Behavior
221, Western Europe and Canada
223, Asian Political Systems
231, American Foreign Policy
240, Political Theory

**American**

310, The U.S. Presidency
312, Legislative Process
313, American Constitutional Law
314, Bureaucratic Politics and Public Policy
315, Public Policy and Women’s Equality
316, State and Urban Politics
Comparative
320, Soviet Union and Eastern Europe
324, Third World Politics
327, Authoritarian Regimes and Movements
328, Comparative Political Economy
350, Latin American Politics
351, Southern European Politics
352, Comparative Public Policy

International
131, Model United Nations
330, Advanced International Relations
332, International Organizations
333, U.S./China Relations
334, U.S. Foreign Economic Policy
335, U.S. National Security

Theory
341, Modern and Contemporary Political Theory
342, The Origins and Development of Marxist Thought
343, Conservative Tradition in American Political Thought
344, American Political Thought
346, Renaissance Thought: Fox and Lion

Course Offerings

101 Introduction to U.S. Government and Political Theory This course acquaints students with the interplay of power and democracy. The course incorporates theory, institutions and practice. Basic concepts and perennial questions of democratic theory are introduced from a general perspective but with particular emphasis on the American dilemma. Factual and historical information about the organization, operations and relationships of U.S. governmental institutions are analyzed. Democratic implications of the making of public policy in modern America are considered. Satisfies a Society core requirement.

102 Introduction to Comparative Politics and International Relations This course acquaints major and non-majors with the topics of Comparative Politics and International Relations. Comparative Politics focuses on the similarities and differences in national political institutions, processes and ideologies. International Relations focuses on the relationship of nations and other actors in the international system to each other. Perennial political concepts studied are the ideas of power, authority, nation-state building, the role of the state in society, the problem of development, and strategies adopted by actors to deal with problems of public policy. Satisfies a Society core requirement.

131 Model United Nations 25 activity credit Understanding of behavioral patterns of United Nations and foreign policies of selected countries through workshop and simulation techniques. Spring semester only.

210 Law and Society Introduction to the nature, role, function and processes of law in American society. Emphasis on the courts as political institutions and their effect on society and political/social change. Case studies of the impact of law and the judicial system on important contemporary social issues such as freedom of press, rights of accused, and racial discrimination.

211 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.
221 Western Europe and Canada An introduction to the comparative politics of advanced industrial democracies. Drawing on the west European democracies and Canada, students will be introduced to (1) the basic workings of the political systems, (2) the nature of political competition in the systems, (3) the history of political development in the systems, and (4) some comparative themes and problems shared by all of the cases considered.

223 Asian Political Systems An analysis of the politics of China and Japan since World War II. In the case of China, the focus is on political change, factional struggle, and other traits which characterize a totalitarian, single-party state. In the case of Japan, the focus is on its unique interaction of politics, culture, and economics, which together account for its spectacular post-war economic performance.

231 American Foreign Policy The roots and extent of America's involvement in world affairs; ideological, institutional and strategic factors shaping U.S. foreign policy since WW II. America's responsibility and influence on global conditions. Approaches to analyzing American foreign policy.

240 Political Theory This course introduces students to the great masters of political thought whose perennial questions underlie the theory and practice of government. The course is designed to compel students to learn the art and science of political thinking that the human situation requires of us.

310 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. Prerequisites: P&G 101 and 102 or permission of the instructor.

312 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 current issues before Congress. Prerequisites: P&G 101 and 102 or permission of the instructor.

313 American Constitutional Law Examination of the role of the Supreme Court in the American constitutional systems with particular emphasis on its role in establishing a national government and national economy, and in protecting the rights of individuals. Views Supreme Court from historical, political and legal perspectives to understand its responses to changing interests and conditions. Prerequisites: P&G 101 and 102 or permission of the instructor.

314 Bureaucratic Politics and Public Policy The focus of this course is in the tension between bureaucracy and democracy. How do administrative agencies operate in the American constitutional system? To whom are administrative agencies accountable? Is policy-making by administrative agencies responsible to the "public interest"? Prerequisites: P&G 101 and 102 or permission of the instructor.

315 Public Policy and Women's Equality This course will examine the development of pubic policies which seek to ensure the equality of women in the United States and to correct discrimination resulting from previous government policies. Prerequisites: P&G 101 and 102 or permission of the instructor.

316 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 fiscal federalism, problems of financing urban governments and policies, and the role of chief executives, legislative bodies, and the courts in state and urban politics. Prerequisites: P&G 101 and 102 or permission of the instructor.

320 The Soviet Union and Eastern Europe The politics of the USSR and Eastern Europe are surveyed from a comparative perspective. The course examines the major political structures, actors and issues in the development of the Soviet Union and Eastern Europe. In addition, these paradigmatic examples of communist political systems will be compared and
contrasted with the communist experience in Cuba and the emergence of "Eurocommunist" parties in Western Europe. **Prerequisites:** P&G 101 and 102 or permission of the instructor.

324 **Third World Politics** Conceptual and theoretical approaches to development. Explanations for the economic backwardness of contemporary Third World nations are explored. Various strategies of political development are analyzed, with respect to the roles played by political parties, the military, and the bureaucracy. **Prerequisites:** P&G 101 and 102 or permission of the instructor.

327 **Authoritarian Regimes and Movements** A study of 20th century authoritarianism—how it differs from liberal democracy and totalitarianism; the varieties of authoritarian regimes and movements, including the religious authoritarianism of the Mideast, the military authoritarianism of Africa and Latin America, the developmental authoritarianism of Asia. **Prerequisites:** P&G 101 and 102 or permission of the instructor.

328 **Comparative Political Economy** This course explores the relationship between politics and economics from a comparative perspective. Using the tools of comparative political analysis, the course will explore a number of substantive political economic issues in a wide range of developed and less developed political systems. A major focus will be on the alignment of political parties and interest groups behind contending solutions to fundamental political-economic dilemmas. Students will undertake research projects involving the comparative analysis of contemporary political economic problems. **Prerequisites:** P&G 101 and 102 or permission of the instructor.

330 **Advanced International Politics** Classic and contemporary approaches to the study of international politics; their methodologies. A comprehensive examination of a number of theoretical problems and practical issues, e.g., trade, development, or the international political economic order. **Prerequisites:** P&G 101 and 102 or permission of the instructor.

332 **International Organizations** A theoretical and practical examination of the role played by a number of international and regional organizations in the international system today. Comprehensive study of a number of international organizations including the U.N. and F.A.O. **Prerequisites:** P&G 101 and 102 or permission of the instructor.

333 **U.S.-China Relations** A comprehensive study of Sino-American relations from the 19th century to the present. The focus is on an in-depth analysis of the China policies, past and present, of the United States. Tools of analysis include ethics and normative theory. **Prerequisites:** P&G 101 and 102 or permission of the instructor.

334 **U.S. Foreign Economic Policy** An intensive study of the approaches to and theories about foreign economic policy, the development of the postwar international economic order, and practical economic problems faced by the United States. Attention will also be given foreign economic policy making. **Prerequisites:** P&G 101 and 102 or permission of the instructor.

335 **U.S. National Security** An intensive analysis of the issue of U.S. national security. Attention is given approaches to and theories that explain security policy, the nuclear and conventional elements of security policy, national security policy-making, and problems with implementing U.S. security policy in a number of regions of the world. **Prerequisites:** P&G 101 and 102 or permission of the instructor.

341 **Modern and Contemporary Political Theory** A detailed study of the political theories of Hobbes, Locke, Rousseau, Hume, Hegel, Marx, and Contemporary Modern thinkers and their contributions to the concept of society and state. **Prerequisites:** P&G 101 and 102 or permission of the instructor.

342 **The Origin and Development of Marxist Thought** A systematic analysis of Marxist theory; evolution of his ideas, philosophy of history and contribution to political thought. **Prerequisites:** P&G 101 and 102 or permission of the instructor.

343 **Conservative Tradition in American Thought** The general purposes of this course are the following: (1) To provide a wide range of basic readings and lecture information repre-
sentative of the 18th, 19th, and 20th century conservative, intellectual tradition in the United States; (2) To broaden students’ horizons relating to areas of particular conservative thought in contemporary society, and (3) to familiarize students with contemporary conservative writers, columnists, societies, organizations, and weekly or monthly conservative thought publications in American society. Prerequisites: P&G 101 and 102 or permission of the instructor.

344 American Political Thought The course seeks to understand the origins, character, and evolution of American political thought. Though rooted in European thought, American political tradition has developed its own unique character. Thus the subordinate purpose of the course is to put American ideas in a larger historical perspective by using comparative values. Prerequisites: P&G 101 and 102 or permission of the instructor. Satisfies Comparative Values Core requirement.

345 Third World Politics: Korea Problems of “development,” conceptual and theoretical approaches to developmental problems; alternative strategies of underdevelopment and dependency; administrative infra-structure, economic planning, parties, the military, and foreign aid. Taught as part of the Pacific Rim Program. Prerequisite: One course in Politics and Government.

346 Renaissance Thought: Fox and Lion This course concentrates on the Florentine Renaissance figures from Machiavelli to Michelangelo, da Vinci, Savonarola, and others. The course investigates the interaction of art, affluence, and politics. Prerequisites: P&G 101 and 102 or permission of the instructor.

350 Latin American Political Systems An introduction to politics and political change in Latin America, focusing on the region of Central America and the Caribbean. The course will emphasize the role of foreign actors in the development of Latin American political systems, the rise of revolutionary opposition movements, and the trials and tribulations of revolutionary regimes in Cuba and Nicaragua. Prerequisites: P&G 101 and 102 and permission of the instructor.

351 Southern European Politics An intensive course on Southern Europe which will include Italy, Portugal and Spain. Special attention will be given to the region’s economic development, forms of authoritarianism, democratic breakdowns, political parties, and social problems. Prerequisites: P&G 101 and 102 and permission of the instructor.

352 Comparative Public Policy Comparative analysis of the policy-making processes and their effect on policy choices in selected advanced industrial countries. The focus is on explaining why governments become involved in policy areas and why they adopt certain approaches and instruments for dealing with public problems. Specific policy areas will be examined. Prerequisites: P&G 101 and 102 or permission of the instructor.

410 Seminar in American Institutions This seminar will be concerned with six elements of the U.S. political system as follows: (1) American federalism; (2) Congress; (3) The U.S. Presidency; (4) Public Opinion and the mass media; (5) Political parties: platforms and responsibility; (6) Nominations, elections, and voting behavior. A minimum of two weeks will be spent studying and discussing each of these elements of our American system. Prerequisites: P&G 101 and 102 and senior majors or permission of the Politics and Government faculty.

411 Seminar in Public Law and Public Policy This seminar examines judicial decision-making on the modern Supreme Court. How democratic is judicial decision-making? Has the “least dangerous branch” of American government become too powerful? The courts as policy-making institutions, theories of judicial decision-making, and constraints and freedoms on judicial behavior will be examined in a seminar setting that includes class discussions, short papers and a research paper. Prerequisites: P&G 101 and 102 and senior majors or permission of the Politics and Government faculty.

420 Seminar in Advanced Comparative Politics An intensive examination of major theoretical and methodological approaches to comparative political research. Students will enhance their own research and presentation skills through independent projects and course readings. Prerequisites: P&G 101 and 102 and senior majors or junior majors with permission of the instructor.
Politics and Government

421 Seminar in Third World Politics  This senior seminar focuses on any number of topics encompassed by Third World comparative politics studies. The politics of China (the PRC) or Pariah states are likely candidates for an intensive focus in a seminar setting. The course-work emphasizes maximum student participation in discussion of reading assignments, and a research paper is required. Prerequisites: P&G 101 and 102 and senior majors or permission of the Politics and Government faculty.

430 Seminar in International Relations  This senior seminar deals with some of the perennial issues dealt with by international relations theorists; among other things, the problem of theorizing about international politics, the causes of war, and the relationship of the structure of the international system to subsystem units. Class format is a seminar that stresses the discussion of the readings which cover a variety of approaches used to deal with these and other topics, three short papers, and a final exam. Prerequisites: P&G 101 and 102 and senior majors or permission of the Politics and Government faculty.

440 Seminar in Modern Political Thought  The seminar concentrates on those authors, from Machiavelli to Nietzsche, who made significant new approaches to the critical understanding of our world, its everyday political struggles and immediate issues of our time. Thematically, the seminar seeks to (1) give substantial accounts of what the intellectual giants thought about politics and (2) to indicate the degree to which these men were engaging in the perennial conversation of mankind. Each student is expected to complete a substantive research paper. The format is dialogue and presentation of research topics and its findings to members of the seminar. Prerequisites: P&G 101 and 102 and senior majors or permission of the Politics and Government faculty.

495/496 Independent Study

497 Political Internship  Prerequisites: Four units of Politics and Government, including P&G 101 and 102.

Psychology

Professor: Ernest S. Graham (on leave, Spring 1985); Richard B. Hartley

Associate Professor: Barry S. Anton; Donald E. Pannen, Chair

Assistant Professor: Carrie Margolin

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 1 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 coursework selected to meet the requirements.

Requirements for the Major

1) Core Program: Successful completion of Experimental Analysis of Behavior, Sensation and Perception, and the two-semester sequence of Experimental Psychology and Applied Statistics (to be taken during the sophomore or junior year);

2) Electives: Satisfactory completion of 4 (or more) other units within the Department to be chosen in conference with the advisor; all courses in the major must be taken for a grade.

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 satis-
factory 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) PSYC 101;
2) PSYC 351 or 360;
3) Two units from PSYC 251, 252, 351, 360, 361, 381, 440, 460 or 480;
4) Two units from PSYC 200, 210, 240, 260, 330, 331, 431, or 432;
5) All courses must be taken for a 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.

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.

210 Psychology and Law This course analyzes the interaction between psychology and the law in order to discover how each area is influenced and changed by the other. The focus shall be on the science of psychology, the profession of psychology, and the judicial system.

240 Abnormal Psychology The study of aberrant behavior, its psychological dynamics and causations and methods of diagnosis and treatment.

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. To be taken during the sophomore or junior year. Prerequisite: high school algebra or equivalent. Satisfies the Quantification core requirement.

260 Humanistic Psychology This course covers the historical origins of the humanistic perspective in psychology. Humanistic theorists are discussed and considered in relation to other major perspectives in psychology. Applications of humanistic psychology to research, psychotherapy, and education are covered.

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 behaviorism to existential.

331 History and Systems This course traces the development of psychology from its philosophical beginnings to the present with particular emphasis on the Twentieth Century.
Psychology

this period, psychology has been recognized as a formal, scientific discipline. The course explores the major systems of psychology including functionalism, behaviorism, and psychoanalysis.

351 Sensation and Perception Sensory processes, perception as an adaptive mechanism and cognitive aspects of the perceptual process. Meets a Natural World core requirement.

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.

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.

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 is stressed. Satisfies a 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: PSYC 200 or equivalent, permission of the 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 and educational environment are emphasized. The American child, his home, and educational environment are emphasized. Divorce, inappropriate school models, and other stresses and inhibitors of development are presented.

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 are critically examined. An accurate knowledge of the process of aging is presented as an aid in the student's personal aging-growth experience.

440 Behavior Modification This course will focus on the basic principles, assumptions, and key issues of behavior modification and behavior therapy. In addition, the applications of behavioral theory to problems of human behavior will be explored. Specific problems that will be addressed include mental disorders, interpersonal behaviors, and behavioral disorders of children. Prerequisite: PSYC 360, or permission of instructor.

441 Theory of Psychological Testing Introduction to individual and group psychological tests. Ethical and technical considerations precede familiarization with specific tests.

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.

126
460 Clinical Psychology This course acquaints the student with the field of clinical psychology. The historical roots and current status of the field are covered. The course explores the theoretical orientations of the three primary models of clinical psychology: psychoanalysis, behavior therapy, and the humanistic approach. The course examines and compares approaches to the assessment and treatment of psychological disorders. Prerequisite: PSYC 240.

465 Psychology and Health Care This course will explore the relationship between psychology and health and illness. The contribution of psychological factors to medical disorders will be examined. Specific topics will include stress, biofeedback, psychophysiological disorders, and preventative approaches to health. Prerequisite: PSYC 360 or permission of instructor.

470 Special Topics This course will cover areas of psychology which are of contemporary interest and are not covered by other parts of the department’s offerings. The topics covered and the frequency with which the course is offered depends on the changing interests and expertise of the faculty.

480 Introduction to Neuropsychology This course will examine the major relationships between brain and behavior in both humans and animals. The topics include neuroanatomy, neurophysiology, cerebral dominance, language development, psychological effects of brain damage, emotion, electrical and chemical stimulation of the brain and assessment techniques.

493 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.

Religion

Professor: Robert G. Albertson (on leave, Spring 1985); Delmar N. Langbauer (on leave, Spring 1985); Richard H. Overman; John W. Phillips; Darrell Reeck, 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.

Religion courses numbered between 101 and 110 are different approaches to introductory material. Only one such course may be counted toward the baccalaureate degree, the Religion major or Religion minor.

The Department cooperates in sponsoring the interdepartmental program in Arts, Literature, and Religion. For more information about this program, see the Arts, Literature and Religion Program earlier in the Bulletin.

The courses in Religion pertaining to the major are grouped in four areas:
I. Introductory: All 100-level courses;
II. Intermediate: CSOC 203, ENGL 221, REL 232, 233, 251, 252, 261, 262, 271, 301, 303, 304, 322, 361, 371, 381, 407;
III. Seminar: REL 390;
IV. Advanced: PHIL 391, 482; REL 362, 365, 451, 452, 461, 481, 493 or 494, 495 or 496.
Religion

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, one course only);
2) Five intermediate courses to include at least one course in Asian religion. Intermediate courses are topical and focused on particular traditions;
3) Religion 390, Seminar for Majors and Minors;
4) Two advanced courses. Advanced courses are devoted to special topics and approaches to the study of religions.

Honors in the Major
Awarded to the top 10% of the graduating seniors. To qualify for Honors in the Major a student must complete the following:
1) All of the requirements for the major, outlined above;
2) Senior Thesis, counts as one of the courses in the major;
3) Foreign language through the 202 level; and
4) Work of excellent or superior quality in the major.

Requirements for the Minor
Five courses in Religion, including only one introductory and at least one advanced course; seminar, REL 390, strongly recommended.

Course Offerings

101 The Religious Meaning of Being Human An introduction to the comparative study of world religions at the college level. Definitions and classifications of religion are examined, and the literature of several living faiths is 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 Humanistic Perspective core requirement.

103 Science and Religion Is there conflict between being "scientific" and being "religious"? Many people assume this—and our civilization is scarred by this tension. This course traces science and religion from 500 B.C. to present developments in physics and ecology, arriving at an organic view which finds room for both scientific and religious vision.

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. This course may be used as an introduction to advanced courses in Hindu and Buddhist Thought. Satisfies Historical Perspective core requirement.

105 Religion in the Modern World An introduction to the comparative study of Christianity, Islam, and African Traditional Religion, especially emphasizing their contributions and responses to modernization, viewed in historical perspective.

106 The Religious History of the United States The history of religion and religious institutions in America and their interaction with American society. The American people have expressed their religious needs in institutions and theologies which have shaped not only a
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 the Historical Perspective Core requirement.

232 Popular and Philosophical Taoism This course will be primarily a survey of the development of Taoism from the time of the Lao-tzu to the T'ang 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.

233 Shinto and 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 together; 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, 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 inwardness 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 sense 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 institutions to make possible their continued existence during centuries of living in every part of the world. The course examines the existence of Jewish people from both interior and exterior perspectives, showing the development of Jewish history without world history and concentrating especially on the 18th and 20th centuries. Sponsor: The Jewish Chautauqua Society. Satisfies the 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 emergency of a learning theory which incorporates commitment as well as discernment. Satisfies the 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. Satisfies the Comparative Values core requirement.
Religion

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 a study of works by Lewis Mumford and William Irwin Thompson we will seek ways to go beyond a world preoccupied with power and weaponry. Satisfies the 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 the Comparative Values core requirement.

311 Healing: A Planetary View Healing methods such as Chinese acupuncture, psychic surgery, and homeopathy are gaining attention in America, challenging our usual images of “disease” and “healing.” This course tries to help students see how we got our Western technical methods of healing, what their limitations may be, and how we might appreciate some of the “ancient” and “foreign” methods. The goal is to envision a way of life which is “good medicine” for our whole planet. Prerequisite: Junior standing. Satisfies the Comparative Values core requirement.

331 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 theism, and Tantrism. The approach draws primarily upon scriptural materials and secondarily on anthropological and sociological studies. Offered alternate years.

332 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 Tibetan culture. Offered alternate years. Satisfies the Comparative Values core requirement.

333 Buddhist Traditions of Southeast Asia A study of the developmental and fundamental doctrines of Theravada Buddhism in Sri Lanka. Taught as part of the Pacific Rim program.

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. Meets a Society core requirement.

362 Christian Thought and the Path Ahead A study of some 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.

381 Living and Dying Examines the question of death as part of life and affords the opportunity of dealing with feelings and religious values. Such areas as fear, terminal illness, grief, suicide, child death, and aging are covered through reading, discussion, films, and interviews with people involved in these specific areas.

390 Religion Seminar for Majors and Minors This seminar is required of all Religion majors during their sophomore or 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 meth-
odologies 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 coursework and research projects around a central theme, problem, or method which they feel to be most significant.

400/500  Psychology of Religion  A study of the interaction between the human experience of faith and the science of psychology. Some topics include religious growth and development; guilt, sin, anxiety; love and hate; religious experience; the logic of religious symbols; worship, and meditative prayer. Some topics will be treated interculturally. Prerequisite: Undergraduates must have one course in Religion or Psychology; students registering for 500 must have graduate standing.

407  Professional and Corporate Ethics  Skills of ethical decision-making in professional life, including personal values of the professional as well as global issues impacting on the profession. Satisfies the Comparative Values core requirement.

451  The Language of Faith  A study of religion's literature and its origin in void and verb, its use of signs and images, symbols and metaphors; and its richly varied forms; myths and epics, constitutive narratives and sacred history, Psalms, Proverbs, parables, prophecies, and epistles.

452  Literature of the English Renaissance and Reformation  A study of the literary works that belong to the English Reformation, through the Tudor period and into the reign of James I. These include More's *Utopia*, the poetry of Spenser and Donne and the King James Version of the Bible. The course lays out the different spiritual and aesthetic styles and the religious issues which influenced the subject matter and form of the literature. Also ENGL 452.

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  Weber, Marx and Durheim on Religion  This course will examine three competing scientific theories for the analysis of religion and social change. Additional study will be devoted to subsequent 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.

495/496  Independent Study
Study Abroad

Coordinator: Dorothy J. Rhodes

About the Program
In recognizing the importance of intercultural understanding in liberal education, the University of Puget Sound offers study programs in several international locations.

Year Programs
PACIFIC RIM
Given on a three year cycle and to be offered next during the 1984-85 academic year, the Pacific Rim program takes students through a series of one-month long courses in Japan, Thailand, Korea, India, Nepal and Sri Lanka. Courses are taught by the program director, a UPS faculty member, and faculty members in the host countries. Studies include art and architecture, politics, population problems, economics, religion and philosophies of Asia. Preparation to participate in the program requires a series of prerequisite courses from the Departments of Comparative Sociology, History, Politics and Government, and Religion. For further information, see the Asian Studies Program.

The student's standard of living is commensurate with a student budget and includes shared hotel rooms with "bath down the hall," YMCAs, youth hostels and residence halls at host foreign institutions.

THE NETHERLANDS
Through an exchange agreement with The Netherlands School of Business in Breukelen, approximately six students from the University of Puget Sound are selected to participate in an international business program. International business is stressed, and language study in Dutch is required. Additional language study is available in French, German, or Spanish. Non-language courses are taught in English.

The highlight of the program is a work experience. For four to six weeks each student gains practical business experience of an operational or research nature and proposes a paper as the last requirement of the International Business Diploma. Credit earned in the program applies toward the UPS degree.

Students are housed with Dutch students in residence halls on the 60-acre campus.

Semester Programs
DIJON
Offered each spring semester, students have the opportunity to study at the University of Dijon, France.

There are three levels of French study available; enrollment in the specific level is determined by placement exams and a reorientation period in the third week of the semester. All courses are taught by University of Dijon faculty and emphasize language and culture study.

Students live and take two daily meals with a French family. A French coordinator serves as resident director and coordinates the students' study program and is responsible for housing, field trips, and cultural events.

To participate, students must have successfully completed two years of college-level French, or equivalent, and pass a screening process by the Study Abroad Selection Committee.

GUADALAJARA
Offered in the fall of even numbered years; students may spend one semester at the University of Guadalajara, Mexico. Specially arranged classes in English are available with the option for those with proficiency in the Spanish language to audit regular classes.

As in other consortium-sponsored programs in London and Salamanca, students live with a family. One college year of Spanish, or its equivalent, is required for participation.
LONDON
The University offers, jointly with Gonzaga University, Pacific Lutheran University, Willamette University, and Whitman College, a semester program in London with an emphasis on humanities and the social sciences. The typical curriculum includes art, theatre, social institutions, music, literature and history. A director is selected from one of the ILACA (Independent Liberal Arts Colleges Abroad) member institutions and teaches one course. Supplementary faculty members are hired from resident faculty.
Students live with British families and use the educational facilities of the University of London.

SALAMANCA
Offered in the Spring of odd numbered years, a program is held in Salamanca, Spain, sponsored by the ILACA consortium. Instruction is in Spanish, and a minimum of two years of college-level Spanish is required for participation. Curriculum offerings include Spanish language, Spanish culture and history, literature, art and architecture, and contemporary problems.
Students live with families and study under the faculty of the University of Salamanca.

Urban Affairs

Professor: Robert C. Ford, Education; Franklyn L. Hruza, Director; David F. Smith, History
Associate Professor: William Baarsma, Public Administration; Bruce Mann, Economics
Assistant Professor: Leon Grunberg, Comparative Sociology; Priscilla Regan, Politics and Government

About the Program
The Urban Affairs Program is devoted to the education of students who are interested in gaining a better knowledge and understanding of the increasingly complex problems of urban areas. These include problems of economics, planning, politics and public policy. The goals of the program for its students are three-fold: 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.

Emphasis in the program is place on multidisciplinary learning; 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 a broad range, including environmental science, economics, education, politics and government, comparative sociology, history, public administration, and urban planning.
Each faculty member has in common an academic expertise which focuses directly upon urban affairs and shares a strong personal commitment to a multidisciplinary program concerned with the knowledge and skills required 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 capital, 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 internship program, 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 urban processes can be studied and new approaches tested.
Requirements for the Major
The program leading to a Bachelor of Arts degree in Urban Affairs requires nine units of coursework (with a grade of C or better) as developed in consultation with the advisor.
1. Introductory Core: two units a) URBA 107, Urban Semester: Experiencing the Community; b) URBA 109, Introduction to Urban Problems;
2. Methodology Requirement: one unit: CSOC 301, Theories and Methods of Research Design;
3. Multidisciplinary Core: four units to be selected from the following courses in conference with the student’s advisor: a) CSOC 204, Social Stratification; b) ECON 341, Urban Economics; c) URBA 307, Environmental Management; d) BPA 380, Management in the Public Sector; P&G 316, State and Urban Politics; f) EDUC 308/508 Classroom Discipline and EDUC 415 Social Contexts of Teaching;
4. Advanced Core: two units. These two courses serve as the final integration of the student’s studies in Urban Affairs. a) URBA 497, Internship/Seminar; b) URBA 498, Internship/Senior Thesis.

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.
307 Environmental Management A study of the historical, legal, economic, institutional, political, and technical aspects of managing the environment. Environmental policy and environmental impact assessment; land use planning with an environmental perspective and pollution abatement planning will be studied. Students will review case studies, hear guest speakers and participate in workshops.
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 URBA 497; research and analysis effort culminating in senior thesis; seminar discussions of individual student’s thesis work. Offered Spring only.

Women Studies Program

Director: Ann Neel

About the Program
This interdisciplinary program offers an alternative to traditional androcentric approaches to knowledge, primarily by moving women from a position of marginality to the center of concern, and by working towards an understanding of women’s past and present in order to create a better human future.

Courses in the Women Studies Program provide students with a critical perspective on traditional images and ideologies about women, their actual historical experience, and their contributions to cultural and social change. We examine the implications of sex-role subordination for personal identity, family roles, economic and political organization, and human creativity. Women Studies courses focus on the relations between feminism, knowledge, and action, and on the conditions involved in the shaping of feminist consciousness. Using materials predominantly from 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 the constrictions of their social world.

Finally, these courses are designed to enable the student to analyze her/his own expectations and beliefs, to better understand her/his relationships 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 for the needs of women and with the recognition that sexism and racism negatively affect relationships among 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 of 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.

Requirements for the Minor
Completion of a minimum of five units to include CSOC 212, either HIST 358 or 374, WMST 394, and two other courses in the program.

Course Offerings
CSOC 212: Women, Men, and Society
ENGL 235: Women in Literature
HIST 358: American Feminism in the 19th and 20th Centuries
HIST 374: Social History of the American Woman
HUM 217: Women and the Arts

394 Feminist Research Seminar Provides an environment in which students can examine the relationship between traditional scholarship and a feminist approach to knowing. Participants will engage in an independent research project of their choosing, sharing process and findings with other members throughout the semester. Prerequisite: CSOC 212, HIST 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.
Admissions, Housing, Fees, Financial Aid

Admission to the University

Director: George H. Mills, Jr.

Each applicant to the University should present those qualities of character and the seriousness of purpose which would indicate that he or she will benefit from and contribute to the University community. Each applicant is given individual consideration. A careful evaluation is made of the student’s curricular and extracurricular record.

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 and course selection.
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.
6) A personal statement (freshmen only).

Admission to the University extends the privilege of registering in courses of instruction only for the term stated in the Letter of Acceptance. The University necessarily reserves the option to refuse extension of this privilege and to deny any initial application.

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 Break. 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 regular class sessions. Arrangements can be made for visiting students to stay in a residence hall for one week night, Monday through Thursday. Visiting students are given passes to campus events and meal service. To aid us in scheduling your visit, we would appreciate it if you would 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 International Airport to downtown Tacoma; bus and taxi service are available from downtown to the campus.

The Office of Admissions is closed during Thanksgiving vacation (November 22-25, 1984). During Fall Break (October 6), Christmas Break (December 14, 1984 through January 18, 1985), and Spring Break (March 18-22, 1985) only limited services are available because 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, 1500 N. Warner Street, Tacoma, WA 98416-0003, Telephone: 206/756-3211.

Admission to the Freshman Class

Except for Early Admission or Simultaneous Enrollment, prospective freshmen may apply for admission any time after the beginning of the senior year in high school.

Rolling Admission Policy: For regular applicants, 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 also may be requested.

To assure maximum consideration for financial assistance and on-campus housing, students applying to enter the University for Fall of 1985 should apply no later than March 1, 1985. 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 Residence Life Deposit upon receipt of the Residential Life Application since those reservations will be honored on a first-come, first-served 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.

**Early Decision Plan:** Students who want to apply to the University of Puget Sound early in their senior year may want to consider the Early Decision Plan. With this plan, the application for admission is due on November 15, the student receives a notification of acceptance which will be mailed on December 15 (along with a tentative notification of financial aid, if it has been applied for), and the student pays an advance tuition deposit by January 14. This plan applies to fall term admission only.

Students may apply to other colleges but if they are admitted under the Early Decision Plan, they are committed to enroll at the University of Puget Sound. Students accepted under this plan are expected to withdraw their applications from other colleges and submit an advance deposit to the University of Puget Sound.

Students who are not admitted under the Early Decision Plan will be reconsidered on a rolling basis with regular applicants without having to reapply.

Students desiring a tentative notification of financial aid should complete and submit the early version of the Financial Aid Form (FAF) by November 1. Admitted students will be notified of tentative financial aid on December 15 if their early version Financial Aid Form results are received from the College Scholarship Service by December 1. The early version Financial Aid Forms are available on request from the Office of Admissions beginning in September.

All students applying for financial aid must also submit the regular version of the Financial Aid Form after January 1, 1985. Final award decisions will be mailed to students by March 15, if their FAF results have been received from the College Scholarship Service by March 1.

Students desiring music, theatre, forensics, or athletic scholarships will normally audition for and/or be awarded those in the winter or spring of the student’s senior year in high school.

**Early Admission:** Advanced high school students who have not completed graduation requirements may apply for admission to the University of Puget Sound prior to graduation from high school. Admission is contingent upon an outstanding high school record, test scores, and recommendation from the secondary school head or principal, the student’s college counselor, and the student’s parents.

**Simultaneous Enrollment While in Secondary School:** Students who have advanced beyond the levels of instruction available in their secondary school may enroll simultaneously in courses at the University and at their secondary school. Admission is contingent upon an outstanding high school record and recommendations from the secondary school head or principal, the student’s college counselor, and the student’s parents.

**Deferred Freshman Admissions:** Admitted freshman applicants who wish to defer their admission may do so for one year, beginning on the first day of the term for which they originally applied. Deferred applicants must submit a $100 advance tuition fee to hold their place. The $100 advance tuition fee becomes non-refundable, per the advance fee refund policy describe in the “Financing Your Education” section of this Bulletin.

**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 the *Freshman Guide*. It can also be obtained from the Office of Admissions. The University is a member of the Common Application Colleges and Universities and welcomes the applicant to use the Common Application form. The University also accepts the Washington Uniform Application, although the application found in *Freshman Guide* is preferred.

The student information section of the application form 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 the applicant wishes a teacher or another school official to submit a personal recommendation, please submit that recommendation to the counselor for forwarding with the 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.

The applicant is 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.

4. Advanced Placement. The University participates in the Advanced Placement Program of the College Board. Scores of 5, 4 or 3 on College Board Advanced Placement Tests are accepted for advanced placement and college credit. When granted, credit will be given an amount equal to the credit of a comparative University course. Qualified students should consult their 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 general criteria are applied:
1. Honorable dismissal from the institution(s) previously attended.
2. Good academic standing at the institution last attended.

Transfer of Credit

The University will accept in transfer all courses which are appropriate to a UPS baccalaureate degree program. Transferability will be determined through a course evaluation in accordance with the policies established by the faculty and administration.

To be transferable a course must be from a regionally accredited college or university recognized by the University of Puget Sound. A course must be instructed in an environment which promotes creative, analytic thought for the exchange of ideas, and strives for academic excellence at the post-secondary level. Technical or vocational courses are not transferable.

General Policy for Transfer Students

1. One University of Puget Sound unit is equivalent to six quarter credits or four semester hours.

2. The maximum amount of credit transferable from a community college or junior college is 16 units (96 quarter credits or 64 semester hours). The appropriate Associate in Arts degree from a community college in Washington State will guarantee its holder 15 units and junior standing at UPS. The AA degree must contain at least 75 transferable quarter credits as defined by the University.

3. The maximum activity credit allowed within a UPS degree program is 1.50 units. Activity credit includes athletics, Model UN, music performance, drama performance, forensics, and any other student participation program.

4. In transfer, the maximum number of units accepted through credit-by-examination is 8.00. Programs covered by this transfer limit are CLEP Subject Examinations, DANTES/USAFI Examinations, and all courses completed through credit-by-examination at accredited colleges and universities.

CLEP credit must be claimed before the student’s initial registration at the University. CLEP and DANTES/USAFI examination credit may not overlap with previously completed coursework.

5. The maximum amount of correspondence coursework accepted in transfer is 4.00 units. Courses completed through correspondence may not be used to fulfill general University Core requirements.

6. Military course credit (maximum 8.00 units) will be evaluated independently. Upon presentation of the form DD 214 or DD 295, the University may award up to one unit of activity credit for military service.
7. All coursework will be evaluated on an individual basis to determine fulfillment of University Core requirements. A maximum of 10 of the 11 core requirements may be satisfied through transfer. The eleventh, a comparative values course, must be completed at the University of Puget Sound, preferably during the senior year.

**Special Regulations**

1. Within a baccalaureate degree program, the University makes a clear distinction between the first 16 units (freshman-sophomore years) and the last 16 units (junior-senior years) of coursework. The following educational programs are considered part of the freshman-sophomore years, and are acceptable in transfer to a combined total of 16 units:
   - Accredited Community College
   - Military Credit (including Service PE credit)
   - College Level Examination Program—Subject Exams (CLEP)
   - United States Armed Forces Institute Examinations (USAFI)
   - Defense Activity for Non-Traditional Education Support Examinations (DANTES)

   These educational programs are also subject to the individual transfer credit limits established by the University before being accepted into a degree program.

2. Once a student matriculates at the University of Puget Sound with 16.00 or more units, that student is no longer eligible to accrue credit through one of the above freshman-sophomore level educational programs.

3. Credit will not be granted for dual enrollment or simultaneous matriculation with two or more institutions.

4. Specific courses not commonly offered in baccalaureate degree programs will be examined. If equivalencies can be established by the appropriate departments, schools, or administrative officers, the courses will be acceptable for transfer.

5. Decisions are petitionable to the Academic Standards Committee for just cause.

**Transfer 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.

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 to the University by institutions previously attended and not by way of the student. Official evaluation of the transcripts will be provided to the student upon acceptance for admission.

3. $20 processing fee. This should be submitted to the Office of Admissions with the application for admission. It is not refundable and does not apply to the student’s account. This fee is not required for students who have applied to the University previously.

   Undergraduate students who formerly have attended the University (as regular matriculants) but have not been in attendance for one or more terms (excluding Summer Session) must reapply by filing an Application for Admission with Advanced Standing with the Office of Admissions and providing official transcripts of all work taken during the period of absence. Returning graduate students need not reapply for admission.

**Reservations, Payments and Physical Examination**

**Freshmen**

A Certificate of Admission and a Letter of Acceptance are issued to each candidate as notification of acceptance and automatically reserve a place in the student body.

An advance tuition payment of $100 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 been enrolled in the University.
A room reservation form is included with the Certificate of Admission and the Letter of Acceptance. A $100 Residence Life Deposit should be forwarded with the form. Students are advised to return the form immediately upon receiving their acceptance. This Residence Life Deposit 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 enrollment.

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 Residential Life Application will be enclosed with the Letter of Acceptance. A $100 advance Residence Life Deposit and the application should be forwarded to the Office of Admissions immediately upon receipt. This advance Residence Life Deposit 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 Residential Life Application may be requested at any time but will only be issued upon the student’s acceptance to the University.

Students are responsible for return of the medical examination form prior to enrollment.

Veterans
Honoringly 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 DD 214, or if still in the service, form DD 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. It is authorized under federal law to enroll non-immigrant, alien students. Along with the Application for Admission for International Students, applicants should include those items outlined in this section of the Bulletin which are applicable to their class standing. Academic credentials must be 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 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). Foreign students must score a minimum of 550. 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 an F-1 Visa (Student Visa) must also provide evidence of sufficient funds to cover one full year of study by filing an International Student Financial Statement, obtainable from the Office of 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 98416-0003 U.S.A.
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 Campus
The Seattle campus serves the educational needs of students living in the greater Seattle area. All credit earned at the Seattle campus is considered residence credit.

Applicants must follow the admissions procedures outlined in the Admission with Advanced Standing or the Graduate Study Programs section of this Bulletin. 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.

Class schedules and registration instructions may be obtained by writing: Seattle Campus, University of Puget Sound, 315 Yesler Way, Seattle, WA 98104, (206) 682-0210.

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.

The Seattle campus business program will close in August 1985. Students considering this option should plan accordingly.

Graduate Study Programs
Students wishing to enroll for graduate work in Occupational Therapy or Education 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. Office Transcripts. Official 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 from Director of Graduate Study, University of Puget Sound, Tacoma WA 98416-0012 or the Office of Admissions.

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, 850 Broadway Plaza, Tacoma, WA 98402, (206) 756-3322.

Continuing Education Classes
A student may attend Continuing Education classes in the late afternoon and evening by completing the following steps with the Office of Continuing Education.

1. An admission-registration agreement must be completed and submitted to the Office of Continuing Education for each Continuing Education class.
2. A student wishing to enroll in 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 Continuing Education, University of Puget Sound, Tacoma, WA 98416-0210, (206) 756-3306.
Residential Life

Director of Residential Life: Louise C. Pietrafesa

The Office of Residential Life is committed to the University of Puget Sound’s belief in offering a broad educational experience to its students. Just as the faculty provides incentive and support for the academic growth of the student, the UPS Residential Life program is designed to contribute to the personal growth and development of the resident.

The ultimate goal of our program is to create a sense of community within each of our residential facilities and through the provision of programs and other resources, to aid residents in the development of those qualities which are essential to successful group living.

On-campus Residential Facilities

Residence Halls

The UPS Residential Life philosophy is founded upon the belief that residence halls are more than just places to sleep. The Residential Life staff views each hall as a rich resource for intellectual, cultural, and personal growth.

The eight University residence halls are arranged in two quadrangles on the main campus and are architecturally designed to complement the other Tudor Gothic buildings on campus.

Lounges, laundry facilities, kitchenettes, vending machines, and televisions are conveniently located within each hall. Rooms are furnished with beds, chests of drawers, and study desks. Linen service is not provided.

A-Frames and Chalets

Nestled in the fir trees at the heart of campus are four A-frames and three chalets. Each A-Frame has a living room, two double rooms, and two singles. These cabins offer residents the independence of off-campus living with the convenience of living on campus.

The chalets can accommodate eleven students each and are accessible to non-ambulatory individuals. Each chalet has a living room, one triple, three doubles, two singles, as well as laundry and kitchen facilities. Priority for these buildings is given to disabled students.

Fraternities and Sororities

The University houses six national fraternities and six national sororities. Each of the fraternities is located within the Union Avenue complex and the sororities occupy both Union Avenue and residence hall facilities.

Since Greek letter organizations are responsible for their own living environments, room furnishings and house rules may vary from chapter to chapter. Room and board costs are identical with those of the residence halls; however a one-time initiation fee, a one-time pledge fee, and membership dues are additional expenses which apply to all fraternity and sorority members.

The Greek letter organizations represented on campus are: Fraternities—Beta Theta Pi, Kappa Sigma, Phi Delta Theta, Sigma Alpha Epsilon, Sigma Chi, and Sigma Nu; Sororities—Alpha Phi, Delta Delta Delta, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, and Pi Beta Phi.

University Rental Houses

Approximately 35 rental houses are located within walking distance of the main campus. These are generally older homes, similar to the attractive, traditional dwellings which surround the University campus. They offer students an opportunity to experience small group environments not generally available at most colleges. Kitchen facilities enable students to prepare their own meals, if they wish, rather than purchasing meal tickets through the University. Students are provided the same furnishings as in residence halls.

Rental homes are available to all students by contacting the UPS Physical Plant Department. Rates may vary from house to house.
Off-Campus Housing
Students interested in off-campus accommodations are welcome to visit “Connections,” a community service provided by the University’s Office of Residential Life, located in the Student Union Building.

If you visit “Connections,” you will find listings of nearby rooms, apartments, and houses that are available for rent. Telephones, maps, and other services are also provided for your convenience.

Staffing and Governance
Each residence hall is staffed by undergraduate students who serve as Resident Assistants. Under the supervision of Residence Hall Coordinators, Resident Assistants serve as peer counselors, administrators, facilitators, and disciplinarians to the residents of their halls. The Resident Assistants also initiate, organize, and implement educational/developmental programs that contribute to the personal growth of residents.

Residence Hall Coordinators are full-time upperclass students with prior residence hall experience. They report directly to the Assistant Director of Residential Life.

Students in residence halls are governed by the Residence Hall Conduct Code, the Student Conduct Code, as well as federal, state, and local laws.

Students in Greek organizations are governed by the Student Conduct Code as well as federal, state, and local laws.

Failure to comply with the governing laws and codes may be considered grounds for termination of residence. Beyond the University’s policies and regulations, students are encouraged to be self-regulating and to adopt their own system of government within each facility.

Procedures: How to Apply
Residential Life applications are received by students with their Certificate of Admission. Completed applications must be accompanied by a $100 Residence Life Deposit and returned as soon as possible to the University’s Office of Admissions, as space is allotted on a first-come, first-served basis.

The $100 deposit serves as a room reservation fee, a key deposit, and a damage deposit. The deposit is refundable in full if the Fall application is cancelled prior to June 1 (reservations for Spring must be cancelled no later than December 1 if deposit is to be refunded).

Students will be notified of room assignments during August for Fall semester. Those students who indicate a desire for participation in Fall Formal Rush will be contacted by Panhellenic or the Interfraternity Council during the summer months. Unless the Office of Residential Life is notified of a change of plans prior to Rush Week, those students who have registered for 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 application, as space is available.

Rates
Room and Board are charged as a unit and all students living in residence halls, chalets, Program Houses, 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 next section of this Bulletin, “Financing Your Education.”

Address inquiries to Director of Residential Life, Residential Life Office, University of Puget Sound, 1500 N. Warner Street, Tacoma, WA 98416-0012, 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 Bulletin.

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 Bulletin in the “Financial Aid and Scholarships” 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 (1) any student loan (including NDSL) is in a past-due or delinquent status, or (2) any student has caused the University to incur a financial loss and has not voluntarily repaid the loss, whether the loss was by bankruptcy or otherwise.

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 ................................................................. $6,248
Room and Board .................................................... $3,000
Student Government Fee ............................................ $ 82

Estimated expenses amount to $9,330 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 and Scholarships well in advance of registration.

Students may apply for either one or two deferred payment plans which are described in detail under Methods of Payment.

Tuition

Tuition rate for full-time students for the 1984-85 academic year is $6,248. Tuition will be charged at registration each term (fall and spring) in accordance with the following schedule:

Full-time student (3 or 4 units) .............................................. $3,124
Overload, per unit ............................................................. $ 792
Part-time students (less than 3 units), per unit ......................... $ 792
Tuition charges for fractional unit courses will be computed at the per unit rate of . . . $ 792

Refer to Academic Policies for definitions of full-time and part-time students as well as overloads. For full-time students, failure to enroll in 4 units per term or .5 unit activity does not accumulate future tuition credit.
Auditor's Fees
For courses which may be audited, see "Audit" in the system of grading.
Full unit lecture, per course ................................................................. $ 396
Full unit laboratory and Creative Arts, per course .......................... $ 792

Term Fees
Student Government Fee (Required of each full-time student, except graduate students; not refundable) ........................................... $ 41
Late Registration Fee (Applicable on and after the first day of classes) $ 15

Sundry Fees
Application for admission (payable only once) .................................. $ 20
Lock Deposit for personal locker (refundable) ................................. $ 5
Residence Life Deposit ..................................................................... $ 100
Advance Tuition Deposit—new students ...................................... $ 100
Service Charge—returned checks .................................................. $ 15

Special Fees for Off-Campus and Physical Education Activities
Alpine Hiking $35, Bowling $25, Golf $25, Individualized Fitness $10, Riding $80, Scuba Diving $50, Cooperative Education Fee, per placement $75. PE fees are non-refundable.

Fieldwork Experience/Internship Fee required of Occupational Therapy/Physical Therapy students at the beginning of the Fieldwork/Internship period:
Occupational Therapy ................................................................. $ 650
Physical Therapy ....................................................................... $ 650

See course sections on Occupational Therapy/Physical Therapy for complete information.

Applied Music Fees
For complete listings of private and class applied music fees, see School of Music section of this Bulletin.

Rates for University-owned Residences
Room and Board ........................................................................ $3,000
(Covers full academic year. Vacation periods are excluded. Three meals per day are provided except on Saturday and Sunday, when only two are served.)

A Residence Life Deposit of $100 is required upon application for University housing. The deposit serves as a room reservation, as a key deposit, and as a damage deposit. For new students the deposit is non-refundable after June 1 for the Fall term and January 1 before the succeeding Spring term. For continuing students, the deposit is due before the Spring housing lottery.

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 two deferred payment plans described below. Inquiries concerning these plans should be directed to Student Accounts Manager, University of Puget Sound, 1500 N. Warner Street, Tacoma, WA 98416-0012, Telephone: (206) 756-3220 or 756-3221.

In highly unusual situations where "A" and "B," described below, cannot be met, please contact the Student Accounts Manager. Extra finance charges may be imposed.

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, after the deduction of any grants or scholarships received by the University may be paid on or before the date of registration; with the
Financing Your Education

balance paid in two equal payments on or before the 10th day of October and November in the fall term and the 10th day of February and March in the spring term.

Students who elect this plan of payment should have available at the beginning of each term a sufficient amount of cash 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 payment fee of 1.5 percent of balance (11.5% annualized rate) 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 no later than June 5 preceding the student’s enrolling in classes at the University and ending on May 5 of the following calendar year.

A deferred payment fee of .75 percent (12% annualized rate) 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 judgement of the appropriate University officials, sufficient justification for such action exists. A service charge may be imposed for past due payments.

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 when the financial aid is actually received.

Money received from the University by a student from loans or scholarships 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 charges are refundable when the student officially withdraws from the University or from a course 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 the 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. Lack of attendance does not cancel the incurred obligation on the part of the student.

An appeals process exists for students or parents who feel that individual circumstances warrant exceptions from published policy. Appeals must be presented in writing to the Controller setting forth the circumstances.

**Room.** Generally, residence hall fees are not refundable after the first day of classes. A pro-rated refund may be allowed under the following conditions:

a) If a student completely withdraws from the University and if that withdrawal is caused by sickness or circumstances entirely beyond the control of the student; or,

b) If a student officially checks out of the residence hall during the first two weeks of classes and if that student is replaced by a student new to the housing system or by a student in a temporary housing situation.

If neither of the above conditions exist at the time of the student’s withdrawal from the residence hall, the student continues to be responsible for payment of the entire room charge.

**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.

**Scholarships 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 Bulletin must contact the Financial Aid and Scholarships Office upon withdrawal.

**Financial Aid and Scholarships**

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 the 1983-84 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 and Scholarships 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 and Scholarship Programs, contact the Office of Admissions or the Office of Financial Aid and Scholarships.

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. In addition, though, the University offers scholarship assistance based upon merit to students whose special talents warrant such recognition.

**Need-Based Aid**

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 four forms: grants, scholarships, loans, and employment. A typical financial aid package will include all four forms of aid.

**Grants and Scholarships**

These funds are provided to the student and do not need to be repaid. Sources include:

- Pell Grants
- Washington State Need Grants (WSNG)
- Supplemental Educational Opportunity Grants (SEOG)
- UPS Grant-in-Aid (GIA) and UPS Scholarships
- UPS Endowed and Gift Scholarships (a detailed listing of scholarships follows later in this section)

**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)**

These funds are available from UPS interest free until six months after a student graduates or leaves school. At that time, a five percent interest rate is charged and a student begins repayment on the loan.

**Guaranteed Student Loan (GSL)**

Funds are made available from banks, credit unions and savings and loan associations. These long term loans are interest free to all eligible students until six months after leaving the University, at which time the student is assessed an eight percent interest rate. These loans have been particularly helpful to students from middle and upper income families.

**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)
Financial Aid and Scholarships

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 and Scholarships.

These application procedures are subject to change. Consult your secondary school counselor or the UPS Office of Financial Aid and Scholarships.

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 four 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 dependent's, 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 the student needs in addition to the family's resources in order to attend UPS.

The Office of Financial Aid and Scholarships will then meet as much of the financial need as possible by offering a combination of the types of aid mentioned earlier. In the 1983-84 academic year, the average financial aid package awarded to students who demonstrated need amounted to $5,900; individual packages ranged from $200 to $10,000.

The first priority for funds is to students who have been accepted for admission to the University by March 1 and whose FAF is received at UPS from the CSS 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 Aid 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 and Scholarships 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
Academic Scholarships of $1700 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 prospective freshmen 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 still receive priority consideration. Application procedures for transfer students are different from those outlined for freshmen. Transfer students should consult the University of Puget Sound Transfer Guide.
Washington Scholars
Residents of Washington who are designated as “Washington Scholars” by the program enacted by the Legislature and who are selected as freshman Trustee Scholars will receive Washington Scholar Trustee Scholarships of $2000 per academic year. These enhanced awards will be in place of the normal $1700 Trustee Scholarships.

Talent/Performance Scholarships
Scholarships are available in music, forensics, theatre, and men’s and women’s athletics. Interested students should contact the department directly.

National Merit Scholarships
The University sponsors scholarships for National Merit Finalists who have indicated the University of Puget Sound as the institution of their first preference to the National Merit Corporation on or before March 1.

Students who have not yet received Merit awards from other institutions and who wish to change the institution of their first preference should contact the National Merit Corporation by July 1.

A minimum of eight scholarships are awarded in amounts ranging from $750 to $2000. Awards made in excess of $750 are based on financial need. For further information contact the Office of Financial Aid and Scholarships.

Catharine Gould Chism Scholarship
Prospective freshmen who will graduate from King County, Douglas County, or Chelan County, Washington high schools, or who reside in those counties may apply for the two Catharine Gould Chism Scholarships. Applicants must have demonstrated strong interest in the arts and humanities and must plan to pursue undergraduate majors in the arts or humanities. Eligible majors are art, English, foreign language, history, music, philosophy, theatre arts and religion.

These scholarships are $3000 each, renewable for three additional years. The deadline for application is March 1. Contact the Office of Financial Aid and Scholarships for an application.

Leonard Howarth Science Scholarships
Eligibility for the Leonard Howarth Science Scholarships is limited to students intending to pursue full-time, undergraduate studies in biology, chemistry, geology, mathematics, computer science, pre-engineering or physics. Applicants also must be graduates of high schools in Washington, Oregon or Idaho.

The average award is $1000 per year. Awards are renewable depending on the recipient’s continued success and interest in scientific subjects.

The Leonard Howarth Science Scholarships are awarded on the basis of academic merit and potential. Applicants are asked to provide a completed scholarship application and one letter of recommendation. A personal interview may also be required. The application deadline is March 1. Interviews will be completed by March 15.

For more information, write Department of Natural Science, University of Puget Sound, Tacoma, WA 98416-0012.

Religious Leadership Awards
The University of Puget Sound will award as many as ten scholarships in amounts ranging from $1000 to $3000 to students planning ministerial, missionary, or professional religious leadership careers. These scholarships are provided from endowed scholarship gifts to the University. The amount of the award, above the minimum $1000 award, will vary depending on financial need. This award is renewable for up to three additional years, contingent upon continued interest in ministerial, missionary, or religious leadership careers. Applications are encouraged from students with a strong interest in exploring religious careers as well as those already committed to this career choice. Selection criteria will include commitment to ministerial, missionary, or religious leadership careers and academic achievement. The application deadline is April 1. Contact the Office of Financial Aid and Scholarships for application procedures.
Financial Aid and Scholarships

Business Leadership Scholarships
Awarded to outstanding students who are enrolled full-time in the Business Leadership Program. A limited number of scholarships averaging $2500 per year are available. Students who apply to the Business Leadership Program are automatically reviewed for these awards. For applications to the program, please write to Business Leadership Program, University of Puget Sound, 1500 North Warner Street, Tacoma, WA 98416.

Air Force ROTC Scholarships
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 to three and one-half year scholarships are available to qualified students. Students majoring in math, physics, engineering or computer science 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 98416-0012.

Army ROTC Scholarships
Awarded to qualified full-time students without consideration of financial need. Two and three year Army ROTC scholarships are available. Scholarships pay for college tuition, textbooks, laboratory fees and certain other academic expenses. Scholarship cadets also receive a subsistence allowance of up to $1,000 each school year that the scholarship is in effect. An extension program through Seattle University allows students from UPS to participate in the ROTC program. Application periods for the various scholarships differ. For more information contact Seattle University, Department of Military Science, Seattle, Washington 98122, telephone: (206) 626-5775 or Fort Steilacoom Community College, Department of Military Science, 9401 Farwest Drive S.W., Tacoma, WA 98498, telephone: (206) 964-6574.

Leadership Awards for Students from King County
Five $1500 scholarships, renewable for three additional years, are awarded to incoming freshmen who will graduate from King county, Washington high schools. Recipients are selected on the basis of leadership abilities and academic merit. The deadline for application is March 1. Contact the Office of Financial Aid and Scholarships for an application.

Loans
PLUS Loan (Auxiliary Loans to assist parents and students)
This new federal program will allow parents of dependent undergraduate students and graduate students to borrow up to $3000 per year; and independent undergraduate students to borrow up to $2500 including any Guaranteed Student Loan funds. Loans will be made by participating banks, credit unions and savings and loan associations. Provisions at the time of this printing require that parents begin repaying the loan within 60 days of disbursement of the loan and will be charged interest at 12% per year. Student borrowers will be required to pay the interest while in school, but will not begin repayment of the principal until after leaving school. For more information and an application, contact local lenders, the State Student Loan Guarantee Association, or the UPS Office of Financial Aid and Scholarships.

Employment
The Tacoma area offers many opportunities for student employment. The University’s Student Employment Office 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. The office is located in Collins Library, Room 225.
Veteran's Aid
The University of Puget Sound has been designated by the Veteran's 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 04.

Scholarships
No special applications are necessary to apply for the majority of UPS scholarships. Instead, students should complete an application for financial aid. Currently enrolled students should periodically check the scholarships bulletin board outside the Office of Financial Aid and Scholarships for scholarships which require special application procedures.

The majority of "Student Consumer Information" required by a 1976 amendment to Title IV of the Higher Education Act of 1965 is provided either in this Bulletin or in the student guide, "University of Puget Sound," available upon request from either Admissions or the Office of Financial Aid and Scholarships. For complete and further student consumer information, write or call the Financial Aid and Scholarships Office (206) 756-3214.
## Directory

### Board of Trustees

#### Trustee Officers

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Lowry Wyatt, Vice Chairman and Chairman of the Executive Committee  
W. Howarth Meadowcroft, Vice Chairman  
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Administrative Offices

Office of the President
President, Philip M. Phibbs
Assistant to the President, Secretary to the Board of Trustees, Alan Smith
Director of Admissions, George H. Mills

Office of the Dean of the University
Dean, Thomas A. Davis
Associate Dean, Wolfred Bauer
Associate Dean, Frank N. Peterson
Director of Academic Advising, Ronald V. Adkins
Director of Career Development, Franklyn L. Hruza
Director of Continuing Education and Off-Campus Programs, Frank N. Peterson
Director of Learning Skills and Testing, Dorothy Lee
Director of Library, Desmond Taylor
Registrar and Director of Institutional Research, John Finney
Coordinator, Academic Computing, Thomas C. Aldrich
Arts Coordinator, Laura Leigh McCann
Coordinator, Academic Programs, Dorothy J. Rhodes
Coordinator, Academic Programs, Carrie S. Washburn

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Controller, Anne Yamada
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Director of Computer Services, Timothy Cramer
Director of Financial Aid and Scholarships, Steven Thorndill
Director of Personnel, Rosa Beth Gibson
Director of Physical Plant, Robert Bosanko
Director of Printing, George Madsen
Director of Security, Allan Raymaker

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Assistant to the Vice President, Jacquelyn B. Ostrom
Director of Alumni Relations, Richard Stockstad
Director of Public Relations, Gregory W. Brewis
Director of Development, Michael E. Randall
Associate Director of Development, Lawrence Scher
Director of Planned Giving, Jean McCord
Director of Annual Giving, Laura Edman
Director of Special Projects, Mary Starbard

Office of Dean of Students
Dean, David Dodson
Associate Dean, Phyllis Lane
Assistant Dean and Director of Residential Life, Louise C. Pietrafesa
Chaplain, K. James Davis
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Director of Health and Wellness Center, Mae Sprenger
Director of Student Activities, Semi Solidarios
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BA, Northern Colorado University, 1947
BD, Garrett-Evangelical Theological Seminary, 1950
PhD, Claremont Graduate School, 1966

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MA, University of Indiana, 1970

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BA, University of Vermont, 1969
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MA, PhD, Northwestern University, 1947, 1958

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BA, California State University, Chico, 1972
MA, PhD, University of California, Santa Barbara, 1974, 1978

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MS, Portland State University, 1971
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MS, University of Arizona, 1975

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LLM, University of Virginia, 1974

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JD, Boston University, 1978

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PhD, Massachusetts Institute of Technology, 1982

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LLB, University of Louisville, 1963
LLM, University of Wisconsin, 1964

Lynette Chandler, Physical Therapy
BS, Simmons College, 1961
BA, MEd, PhD, University of Washington, 1967, 1974, 1983
Maria Hsia Chang, Politics and Government
BA, MA, PhD, University of California, Berkeley, 1973, 1975, 1983

Elizabeth Chen, Mathematics and Computer Science
B Com, National Chengchi University, 1969
MS, PhD, University of Wyoming, 1972, 1979

Shelby J. Clayson, Physical Therapy
BS, University of Minnesota, 1960
MS, University of Colorado, 1966

H. James Clifford, Physics
BS, PhD, University of New Mexico, 1963, 1970

Bill Dale Colby, Art
BA, University of Denver, 1950
MA, University of Illinois, 1954

Ernest F. Combs, Economics
BA, Washington State University, 1953
MILR, Cornell University, 1955
PhD, University of Washington, 1971

Christopher Leigh Connery, Asian Studies
BA, University of California, Santa Cruz, 1975
MA, Princeton University, 1979

Terry A. Cooney, History
BA, Harvard College, 1970
MA, PhD, State University of New York, Stony Brook, 1971, 1976

Ralph Edward Corkrum, English
BA, MA, Washington State University, 1951, 1953

Richard N. Cornez, Mathematics and Computer Science
BA, Case Western Reserve University, 1974
MA, PhD, University of New Mexico, 1979, 1982

Francis L. Cousens, English
BA, California State University, Los Angeles, 1956
MA, California State University, Northridge, 1963
PhD, University of Southern California, 1968

Michael J. Curley, English
BA, Fairfield University, 1964
MAT, Harvard University, 1965
PhD, University of Chicago, 1973

William E. Dasher, Chemistry
BS, Western Washington University, 1974
PhD, University of Washington, 1980

Kristine Davis, Communication and Theatre Arts
BA, Pacific University, 1974
MA, PhD, University of Iowa, 1975, 1978

Thomas A. Davis, Mathematics and Computer Science/Dean of the Faculty
BA, Denison University, 1956
MS, University of Michigan, 1957
PhD, Cambridge University, 1963
John P. Dickson, Business and Public Administration
BA, Colorado College, 1965
MBA, Indiana University, 1967
PhD, University of Oregon, 1974

David Dodson, Philosophy/Dean of Students
BA, Linfield College, 1962
BD, Berkeley Baptist Divinity School, 1966
PhD, Graduate Theological Union/University of California, Berkeley, 1972

David A. Droge, Communication and Theatre Arts
BA, MA, San Francisco State University, 1970, 1972
PhD, Northwestern University, 1983

Donald Allen Duncan, Physical Education
BA, Washington State University, 1951
MS, University of Washington, 1969

Lawrence E. Ebert, Music
PhD, Michigan State University, 1967

Albert Allyn Eggers, Geology
BS, Oregon State University, 1966
MA, PhD, Dartmouth College, 1968, 1971

David E. Engdahl, Law
AB, LLB, University of Kansas, 1961, 1964
SJD, University of Michigan, 1969

John Thomas English, Education
BA, MA, Michigan State University, 1961, 1964
PhD, University of Oregon, 1973

Corrine Epps, Mathematics and Computer Science
BA, Holy Names College, 1961
MS, Seattle University, 1967

Juli Evans, Occupational Therapy, OTR
BS, Indiana University, Bloomington, 1975
MS, Indiana University, Indianapolis, 1979

Patricia Evans, Psychology
BS, MA, PhD, University of Minnesota, 1972, 1977, 1982

Ronald M. Fields, Art
BA, Arkansas Polytechnic College, 1959
MA, University of Arkansas, 1960
PhD, Ohio University, 1968

John M. Finney, Comparative Sociology/Registrar
BA, University of Puget Sound, 1967
MS, PhD, University of Wisconsin, 1969, 1971

Barbara Forbes, Art

Robert Ford, Education
BS, University of Maryland, 1963
MA, University of Puget Sound, 1972
PhD, Union Graduate School, 1975
Faculty

Charles Paul Frank, English
BA, University of Wisconsin, 1957
MA, PhD, University of Michigan, 1958, 1964

Sheldon S. Frankel, Law
BA, University of Connecticut, 1961
JD, LLM, Boston University, 1964, 1968

Michael Gardiner, Biology
BS, Portland State University, 1965
PhD, University of Washington, 1971

Robert Francis Garratt, English
BA, MA, San Jose State University, 1964, 1969
PhD, University of Oregon, 1972

Thomas D. Goleseke, Music
BA, MA, University of Washington, 1958, 1959
DMA, Stanford University, 1966

Douglas Goodman, Economics
BS, Illinois College, 1972
MS, PhD, University of Illinois, 1975, 1978

Ernest S. Graham, Psychology
BA, Western Washington University, 1960
MS, PhD, Washington State University, 1964, 1966
JD, University of Puget Sound 1979

Gary M. Grant, Communication and Theatre Arts
BA, College of the Holy Cross, 1971
MA, University of Chicago, 1972
PhD, University of Pittsburgh, 1982

Peter Greenfield, English
BA, PhD, University of Washington, 1972, 1981
MA, Mills College, 1975

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

George Guilmet, Comparative Sociology
BS, MA, University of Washington, 1969, 1973
PhD, University of California, Los Angeles, 1976

Craig Glenn Gunter, Politics and Government
BA, University of Illinois, 1943
MS, MS, University of Wisconsin, 1948, 1957
EdD, Washington State University, 1964

Esperanza Gurza, Foreign Languages and Literature
BA, University of Puget Sound, 1961
MA, University of Oregon, 1963
PhD, University of California, Riverside, 1974

D. Wade Hands, Economics
BA, University of Houston, 1973
MA, PhD, Indiana University, 1977, 1981

Edward A. Hansen, Music
BA, MA, PhD, University of Washington, 1950, 1952, 1965
Janis Tim Hansen, English
BA, Whitman College, 1956
MA, University of Washington, 1960
PhD, University of Oregon, 1965

Richard B. Hartley, Psychology
BS, Lewis and Clark College, 1950
MA, PhD, University of Denver, 1952, 1954

George Hamilton Hauck, Law
AB, Occidental College, 1963
JD, University of California, Berkeley, 1971

Norman Heimgartner, Education
BA, New York State University, 1952
MA, Columbia University, 1958
EdD, University of Northern Colorado, 1968

Edward J. Herbert, Biology
BA, Cornell College, 1957
MS, State University of Iowa, 1959
PhD, Southern Illinois University, 1966

Ilona Herlinger, Music
BA, Michigan State University, 1955
MM, University of Michigan, 1956

Rosemary Hirschfelder, Mathematics and Computer Science
BA, College of Mount Saint Vincent, 1961
MS, Purdue University, 1963

Richard Hodges, Education
BEd, Oregon State University, 1952
BS, MS, Oregon College of Education, 1953, 1958
EdD, Stanford University, 1964

Thomas J. Holdych, Law
BA, Rockford College, 1963
JD, University of Illinois, 1970

Margo Holm, Occupational Therapy, OTR
BS, University of Minnesota, 1968
MEd, Pacific Lutheran University, 1978
PhD, University of Nebraska, Lincoln, 1980

Barbara Holme, Education
BA, MEd, University of Puget Sound, 1965, 1978

Charles Hommel, Mathematics and Computer Science
BA, University of Illinois, 1972
M LIBR, University of Washington, 1974

Robert Hostetter, Education
BA, MA, Central Washington University, 1959, 1963
EdD, University of Oregon, 1969

Franklyn L. Hruza, AICP, Urban Affairs
BS, California State Polytechnic University, 1958
PhD, University of Washington, 1972

Charles A. Ibsen, Comparative Sociology
BA, University of Colorado, 1964
MS, PhD, Colorado State University, 1965, 1968
H. Thomas Johnson, Business and Public Administration, CPA BA, Harvard University, 1960
M BA, Rutgers University, 1961
MA, PhD, University of Wisconsin, 1967, 1969

Darwin Jorgensen, Biology
BS, PhD, Iowa State University, 1974, 1980
MS, University of South Carolina, 1976

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

Ernest L. Karlstrom, Biology
BA, Augustana College, 1949
MS, University of Washington, 1952
PhD, University of California, Berkeley, 1956

David Kent, Business and Public Administration
BS, MA, Southwestern Texas State University, 1970, 1971

Jerrill D. Kerrick, Mathematics and Computer Science
BA, MS, California State University, San Jose, 1962, 1967
PhD, Oregon State University, 1971

Richard C. Kessler, Music
BM, MM, University of Arizona, 1970, 1972

Grace Kirchner, Education
BA, Oberlin, 1970
MA, University of Washington, 1972
PhD, Emory, 1975

John A. Knutsen, Business and Public Administration
BA, MA, University of Washington, 1961, 1964
D BA, University of Oregon, 1969

Dorothy Koehl, Business and Public Administration
BS, Purdue University, 1952
MBA, PhD, Ohio State University, 1975, 1978

John Q. LaFond, Law
BA, LLB, Yale University, 1965, 1968

Delmar N. Langbauer, Religion
BA, Duke University, 1965
MA, PhD, Claremont Graduate School, 1967, 1970

John Tollef Lantz, Mathematics and Computer Science
BS, University of Puget Sound, 1946
MA, University of Washington, 1955

Robert Bruce Lind, Mathematics and Computer Science
BS, Wisconsin State University, 1962
MS PhD, University of Wisconsin, 1964, 1972

Thomas C. Lorimer, Aerospace
BA, Capital University, 1975
M BA, University of Montana, 1983
Faculty

Walter E. Lowrie, History
BA, University of Puget Sound, 1958
MA, University of Washington, 1960
PhD, Syracuse University, 1975

J. Stewart Lowther, Geology
BS, MS, McGill University, 1949, 1950
PhD, University of Michigan, 1957

John H. Lutterbie, Communication and Theatre Arts
BFA, University of Wisconsin, 1970
MFA, University of Texas, 1973
PhD, University of Washington, 1983

James Lyles, English
BA, MA, University of Puget Sound, 1971, 1976

Terrence R. Mace, Biology
BA, Carleton College, 1968
MS, University of Minnesota, 1971
PhD, University of Montana, 1981

David A. Lupher, Classics
BA, Yale University, 1969
PhD, Stanford University, 1980

Bruce Mann, Economics
BA, Antioch College, 1969
MA, PhD, Indiana University, Bloomington, 1974, 1976

Deborah Maranville, Law
BA, Stanford University, 1972
JD, Harvard Law School, 1975

Carrie Margolin, Psychology
BA, Hofstra University, 1976
PhD, Dartmouth College, 1981

Jacqueline Martin, Foreign Language
BA, University of Washington, 1944
MA, Boston University, 1952
PhD, University of Oregon, 1966

Robert I. Matthews, Mathematics and Computer Science
BS, MS, PhD, University of Idaho, 1968, 1971, 1976

Raimund E. Matthis, Library
BA, University of Puget Sound, 1957
MLS, University of Washington, 1960

Keith A. Maxwell, Business and Public Administration
BS, Kansas State University, 1963
JD, Washburn University School of Law, 1966

John McCuistion, Art
BA, Humboldt State University, 1971
MFA, University of Montana, 1973

L. Curtis Mehlhaft, Chemistry
BS, University of California, Berkeley, 1961
PhD, University of Washington, 1965
Faculty

Bradley F. Millard, Library
BA, Illinois College, 1955
MA, University of Indiana, 1963

Steven J. Morelan, Occupational Therapy, OTR
BS, University of Puget Sound, 1965
MS, PhD, University of Oregon, 1969, 1972

Monte B. Morrison, Art
BA, Whitman College, 1952
MFA, University of Oregon, 1955

Sylvia Munsen, Music
BA, St. Olaf, 1973
MS, University of Illinois, 1977

Robert C. Musser, Music
BS, Lebanon Valley College, 1960
MM, University of Michigan, 1966

E. Ann Neel, Comparative Sociology/Women Studies
BA, University of California, Riverside, 1959
MA, PhD, University of California, Berkeley, 1965, 1978

Julie Neff, English
BA, MA, Washington State University, 1969, 1971

Janet E. Neil, Communication and Theatre Arts
BA, Wichita State University, 1970
MFA, University of Wisconsin, Madison, 1973

Richard S. Newell, Asian Studies
BA, MA, University of Washington, 1954, 1962
PhD, University of Pennsylvania, 1966

George Nock, Law
BA, California State University at San Jose, 1961
JD, University of California, Hastings, 1966

Margaret Nowak, Comparative Sociology
BA, Medaille College, 1968
MA, PhD, University of Washington, 1975, 1978

Suzanne Olsen, Physical Therapy
BS, MEd, University of Washington, 1971, 1976

William Oltman, Law
BS, University of Wisconsin, 1966
JD, University of Michigan, 1969

Hans Ostrom, English
BA, MA, PhD, University of California, Davis, 1975, 1978, 1982

Richard H. Overman, Religion
BA, MD, Stanford University, 1950, 1954
MTh, School of Theology, Claremont, 1981
PhD, Claremont Graduate School, 1966

Gary Pavlu, Aerospace
BS, University of Tennessee, 1968
M BA, California State University, San Francisco, 1973

162
Donald Pannen, Psychology
BA, University of Texas, 1967
PhD, University of Minnesota, 1975

Frank N. Peterson, Comparative Sociology/Associate Dean
BA, University of Puget Sound, 1950
ThM, ThD, Iliff School of Theology, 1953, 1960

Gary L. Peterson, Communication and Theatre Arts
BS, University of Utah, 1960
MA, PhD, Ohio University, 1961, 1963

Joseph Peyton, Jr. Physical Education
BA, MA, University of Puget Sound, 1967, 1971

Philip M. Phibbs, Politics and Government/President
BA, Washington State University, 1953
MA, PhD, University of Chicago, 1954, 1957

John W. Phillips, Religion/Comparative Sociology
BA, Baker University, 1942
STB, PhD, Boston University, 1945, 1948
DD, Baker University, 1967

Matthew Pickard, Mathematics and Computer Science
BEd, University of Hawaii, 1980

Beverly Pierson, Biology
BA, Oberlin College, 1966
MA, PhD, University of Oregon, 1969, 1973

Gary Pippin, Chemistry
BS, Washington State University, 1970
PhD, University of Arizona, 1977

Roy James Polley, Business and Public Administration, CPA, CIA
BA, M BA, University of Puget Sound, 1959, 1964

Raymond Preiss, Communication and Theatre Arts
BS, Missouri State University, 1975
MA, West Virginia University, 1976

Elizabeth R. Primavera, Foreign Languages and Literature
BA, University of Virginia, 1976
PhD, Bryn Mawr College, 1982

Carol A. Proper, Aerospace
BA, MEd, University of Florida, 1972, 1973

Alison Radcliffe, Mathematics and Computer Science
BS, University of Puget Sound, 1982

Donald W. Ramey, Business and Public Administration
BA, University of Illinois, 1963
MA, MS, DePaul University, 1967, 1968
PhD, Washington State University, 1975

Joan Davies Rapp, Education
BA, MEd, University of Puget Sound, 1962, 1979

Michael J. Reed, Mathematics and Computer Science
BS, University of Puget Sound, 1978
MA, Harvard University, 1981
Faculty

Darrell Reeck, Religion
BA, Seattle Pacific University, 1960
BD, Garrett-Evangelical Theological Seminary, 1965
PhD, Boston University, 1970

Priscilla M. Regan, Politics and Government
BA, Mount Holyoke College, 1972
MA, New York University, 1975
MA, PhD, Cornell University, 1977, 1981

Mark Reutlinger, Law
BA, University of California, Berkeley, 1965
JD, University of California School of Law, Berkeley, 1968

Andrew Rex, Physics
BA, Illinois Wesleyan University, 1977
PhD, University of Virginia, 1982

J. Thomas Richardson, Law
AB, Colgate University, 1968
JD, Yale Law School, 1972

John Riegsecker, Mathematics and Computer Science
BA, Goshen College, 1968
MS, Northern Illinois University, 1971
PhD, University of Illinois, Chicago, 1976

Michel Rocchi, Foreign Languages and Literature
Agrégé de l’université, Sorbonne, Paris, 1968
MA, University of Puget Sound, 1972
PhD, University of Washington, 1980

Ramon L. Roussin, Education
BA, MA, Michigan State University, 1964, 1966
PhD, University of Iowa, 1971

Kenneth Rousslang, Chemistry
BA, Portland State University, 1970
PhD, University of Washington, 1976

Thomas Rowland, Chemistry
BA, Catholic University of America, 1968
PhD, University of California, Berkeley, 1975

Wallace M. Rudolph, Law
BA, JD, University of Chicago, 1950, 1953

Florence R. Sandler, English
BA, MA, University of New Zealand, 1958, 1960
PhD, University of California, Berkeley, 1968

Pierre J. Schlag, Law
BA, Yale University, 1975
JD, University of California, Los Angeles, 1978

Jenifer Schramm, Law
BA, Stanford University, 1974
JD, University of Michigan, 1976
Fredrick A. Schrank, Education
BA, University of Wisconsin, Oshkosh, 1973
MS, PhD, University of Wisconsin, Madison, 1975, 1980
EdS, University of Tennessee, Knoxville, 1977

Paul W. Schultz, Music
BME, MA, Central Michigan University, 1961, 1964
PhD, Michigan State University, 1974

David R. Scott, Mathematics and Computer Science
BA, Grinnell College, 1964
MA, Brandeis University, 1966
PhD, University of Washington, 1978

Mary Scott, Asian Studies
BA, Radcliffe College, 1974
MA, Harvard University, 1977

Edward Seferian, Music
BS, MS, Juilliard School of Music, 1957, 1958

Richard L. Settle, Law
BA, JD, University of Washington, 1964, 1967

Donald Share, Politics and Government
BA, University of Michigan, 1977
MA, PhD, Stanford University, 1980, 1983

Ross Singleton, Economics
BA, University of Wyoming, 1969
PhD, University of Oregon, 1977

David Skover, Law
AB, Princeton University, 1974
JD, Yale University, 1978

Fredrick W. Slee, Physics
BS, MS, PhD, University of Washington, 1959, 1960, 1966

Bryan A. Smith, Mathematics and Computer Science
BA, University of Utah, 1974
MS, PhD, University of Idaho, 1977, 1982

Carol Smith, Mathematics and Computer Science
BS, Birmingham Southern, 1965
MA, University of Georgia, 1968
PhD, University of Alabama, 1975
MS, Colorado College, 1983

David F. Smith, History
BA, Bristol University, 1963
MA, Washington University, 1965
PhD, University of Toronto, 1972

James Sorensen, Music
BFA, MM, University of South Dakota, 1954, 1959
EdD, University of Illinois, 1971

Bonnie Spillman, Communication and Theatre Arts
BA, MA, Western Washington University, 1969, 1971
PhD, University of Utah, 1973
Faculty

Anita M. Steele, Law
BA, Radcliffe College, 1948
JD, University of Virginia Law School, 1971
MLL, University of Washington, 1972

Robert L. Steiner, Education
BA, University of Washington, 1962
MS, PhD, Oregon State University, 1968, 1971

Lawrence Stern, Philosophy
BA, Rutgers University, 1958
MA, PhD, Harvard University, 1962, 1968

Kenneth David Stevens, Art
BS, Harvey Mudd College, 1961
MFA, University of Puget Sound, 1971
PhD, University of Washington, 1966

Kathleen J. Stirling, Economics
BA, St Martin’s College, 1980
MA, University of Notre Dame, 1983

John A. Strait, Law
BA, University of California, Davis, 1966
JD, Yale Law School, 1969

Theodore Taranovski, History
BA, University of California, Los Angeles, 1963
MA, PhD, Harvard University, 1965, 1976

Fredric C. Tausend, Law/Dean
AB, LLB, Harvard, 1954, 1957

Desmond Taylor, Library
BA, Emory and Henry College, 1953
MS, University of Illinois, 1960

Robert H. Terpstra, Business and Public Administration B
BA, University of Michigan, Dearborn, 1965
M BA, University of Michigan, Ann Arbor, 1966
D BA, Florida State University, 1972

David F. Tinsley, Foreign Languages and Literature
BA, Colorado College, 1976
MA, University of North Carolina, Chapel Hill, 1979

Gwen Towey, English
BS, Montana State University, Bozeman, 1965
MS, Southern Illinois University, Carbondale, 1968

Mary Turnbull, English
BA, University of Washington, 1968
MA, University of Puget Sound, 1972
PhD, University of Chicago, 1978

Judith A. Tyson, Foreign Languages and Literature
BA, Earlham College, 1967
MA, University of Wisconsin, 1973
Faculty

Denis D. Umstot, Business and Public Administration  
BS, University of Florida, 1960  
MS, Air Force Institute of Technology, 1967  
PhD, University of Washington, 1975

Rosemary T. Van Arsdel, English  
BA, MA, University of Washington, 1947, 1948  
PhD, Columbia University, 1961

R. L. Van Enkevort, Mathematics and Computer Science  
BS, University of Washington, 1962  
MS, PhD, Oregon State University, 1966, 1972

Michael Veseth, Economics  
BA, University of Puget Sound, 1972  
MS, PhD, Purdue University, 1974, 1975

Robert Eugene Vogel, Art  
BFA, MA, MFA, University of Iowa, 1960, 1962, 1969

Robert Waldo, Business and Public Administration  
BS, MS, University of Colorado, 1948, 1949  
MBE, PhD, Claremont Graduate School, 1966, 1972

Andrew M. Walkover, Law  
BA, Stanford University, 1971  
JD, University of Michigan Law School, 1976

Paul John Wallrof, Physical Education  
BA, MS, University of Washington, 1958, 1965

John W. Weaver, Law  
AB, Dartmouth College, 1966  
JD, Harvard University, 1969

Cass Weller, Philosophy  
BA, University of Michigan, 1972  
MA, PhD, University of Pittsburgh, 1982, 1983

Roberta A. Wilson, Physical Education  
BS, MS, University of California, Los Angeles, 1970, 1972

Anne Wood, Chemistry  
BS, PhD, University of Illinois, Urbana, 1966, 1970

Donald C. Zech, Physical Education  
BS, University of Notre Dame, 1954  
MS, Washington State University, 1955

Emeriti

Gordon Dee Alcorn, Biology  
BS, University of Puget Sound, 1930  
MS, PhD, University of Washington, 1933, 1935

Norman R. Anderson, Geology  
BS, University of Puget Sound, 1946  
MS, University of Washington, 1954  
PhD, University of Utah, 1965

F. Carlton Ball, Art  
AB, MA, University of Southern California, 1933, 1934
Faculty

Gerald Banks, Financial Vice-President
BA, Centenary College, 1927
MA, University of Virginia, 1930
D BA, Willamette University, 1964
Litt D, University of Puget Sound, 1973

Bert Elwood Brown, Physics
BS, Washington State University, 1949
MS, California Institute of Technology, 1953
PhD, Oregon State University, 1963

Alice C. Bond, Physical Education
BS, University of Iowa, 1931
AM, Columbia University, 1932

C. Brewster Coulter, History
BA, MA, Columbia University, 1938, 1940
MA, PhD, Princeton University, 1942, 1945

Zdenko F. Danes, Physics
BS, PhD, Charles University, Prague, 1947, 1949

Lyle Ford Drushel, English
BA, MA, University of Puget Sound, 1912
MA, New York University, 1936

Helen McKinney Fossum, Foreign Languages and Literature
BA, MA, University of Kansas, 1918, 1926
PhD, University of California, 1936

E. Delmar Gibbs, Education
AB, Huron College, 1933
AM, University of South Dakota, 1938
BS, Dakota Wesleyan University, 1942
PhD, University of Chicago, 1950

Edward G. Goman, Mathematics and Computer Science
BS, MS, Oregon State University, 1943, 1947

Philip Ernest Hager, English
BA, MA, PhD, University of Washington, 1939, 1946, 1950

Homer H. Hamner, Business and Public Administration
BA, JD, MA, PhD, University of Southern California, 1938, 1941, 1947, 1949

Theodore Lester Harris, Education
PhB, AM, PhD, University of Chicago, 1931, 1938, 1941

John Patrick Heinrick, Physical Education
BA, University of Washington, 1926
MA, Seattle University, 1952

Paul Harry Heppe, Politics and Government
BA, MA, PhD, University of Wisconsin, 1939, 1948, 1956

Renate R. M. Hodges, Foreign Languages and Literature
BA, University of Strasbourg, 1950
BED, University of Puget Sound, 1965
MA, University of Oregon, 1971
Milton Hoyt, Education
BS, MS, University of Utah, 1948, 1953
EdD, University of Colorado, 1967

Dewane Lamka, Education
BA, BEd, MEd, University of Puget Sound, 1940, 1945, 1953
EdD, University of Washington, 1965

Anabel Lee, Education
BS, Kansas City Teachers College, 1935
MA, Northwestern University, 1941
EdD, University of Washington, 1966

John B. Magee, Philosophy
BA, University of Washington, 1938
MA, MDiv, Boston University, 1940, 1941
MA, PhD, Harvard University, 1947, 1950

Peggy Mayes, Art
BAE, University of Arkansas, 1933
MFA, University of Puget Sound, 1963

Frances McDonnel, Physical Education
BA, University of Puget Sound, 1960

James F. Morris, Business and Public Administration
BA, M BA, Stanford University, 1940, 1947

Marion June Myers, English
BA, University of Puget Sound, 1927

Margaret Myles, Music Chicago Music Conservatory, 1946
LaForge Studio, 1942, 1950

Martin E. Nelson, Physics
BS, University of Puget Sound, 1937
MS, University of Hawaii, 1939
PhD, Ohio State University, 1942

Alma Lissow Oncley, Music
BS, MM, Eastman School of Music, 1931, 1933
DSM, Union Theological Seminary, 1963

William G. Orthman, Business and Public Administration
BS, Northwestern University, 1939
MA, University of Puget Sound, 1964
PhD, University of Washington, 1971

Leroy Ostransky, Music
BA, University of Puget Sound, 1948
MA, New York University, 1951
PhD, University of Iowa, 1957

Dorothy Mayo Patterson, Music
BA, Western Washington State College
MA, University of Puget Sound, 1957

Paul Perdue, Business and Public Administration
BA, MA, University of Puget Sound, 1959, 1960

Raymond Leo Powell, Education
BA, Coe College, 1923
MA, PhD, University of Iowa, 1928, 1932
Faculty

John Dickinson Regester, Philosophy
BA, Allegheny College, 1920
STB, PhD, Boston University, 1922, 1928

Edith M. Richards, Education
BEd, Chicago Teachers College, 1942
MS, PhD, University of Wisconsin, 1962, 1967

Harriet D. Richmond, Occupational Therapy, OTR
BS, University of Pennsylvania, 1945
MEd, University of Puget Sound, 1967

James Bruce Rodgers, Music
BM, MM, Eastman School of Music, 1942, 1947
PhD, University of California, Los Angeles, 1954

Thomas G. Sinclair, Business and Public Administration
BA, Yale University, 1927
MBA, Indiana University, 1959

Joseph A. Sincitico, Law
AB, Holy Cross College, 1936
JD, Harvard, 1939

James Rodenberg Slater, Biology
Litt B, Rutgers College, 1913
MA, MPd, Syracuse University, 1917, 1919
DSc, University of Puget Sound, 1954

Richard Dale Smith, Executive Vice-President
AB, University of Puget Sound, 1936
PedD, University of the Pacific, 1961

George Neff Stevens, Law
BA, Dartmouth College, 1931
LLB, Cornell University, 1935
MA, University of Louisville, 1941
SJD, University of Michigan, 1951

Lloyd Stuckey, Financial Vice-President
BA, University of the Pacific, 1965

Robert Franklin Thompson, President, Chancellor
BA, LLD, Nebraska Wesleyan University, 1930, 1947
MA, BD, PhD, Drew University, 1931, 1934, 1940
LHD, American University, 1960
PSD, University of the Pacific, 1967
DH, Willamette University, 1967
LHD, Alaska Methodist University, 1974
LHD, University of Puget Sound, 1978

Hugh J. Tudor, Politics and Government
BA, Simpson College, 1926
MA, PhD, University of Iowa, 1933

Esther B. Wagner, English
BA, MA, PhD, Bryn Mawr College, 1939, 1941, 1950
## Calendar 1984-85

### Fall Term 1984

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28</td>
<td>Tuesday</td>
<td>Residence Halls Open, 1 pm</td>
</tr>
<tr>
<td>August 28</td>
<td>Tuesday</td>
<td>Dining Halls Open, 5 pm</td>
</tr>
<tr>
<td>August 29</td>
<td>Wednesday</td>
<td>New Student Diagnostic Testing/</td>
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<tr>
<td></td>
<td></td>
<td>Begins 1 pm</td>
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<tr>
<td>Aug 30-Sept 1</td>
<td>Thurs-Sat</td>
<td>Registration</td>
</tr>
<tr>
<td>September 3</td>
<td>Monday</td>
<td>Labor Day (Academic Holiday)</td>
</tr>
<tr>
<td>September 4</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>September 4</td>
<td>Tuesday</td>
<td>Late Registration, Until 7 pm</td>
</tr>
<tr>
<td>September 6</td>
<td>Thursday</td>
<td>Add/Drop Begins, 8:30 am</td>
</tr>
<tr>
<td>September 11</td>
<td>Tuesday</td>
<td>Last Day To Add Classes, 4:30 pm</td>
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<tr>
<td></td>
<td></td>
<td>Last Day to Exercise P/F option 4:30 pm</td>
</tr>
<tr>
<td>September 12</td>
<td>Wednesday</td>
<td>Registration for Audit Classes</td>
</tr>
<tr>
<td>September 14</td>
<td>Friday</td>
<td>Last To Apply For May/August Graduation</td>
</tr>
<tr>
<td>September 17</td>
<td>Monday</td>
<td>Last Day to Drop Without Record, 4:30 pm</td>
</tr>
<tr>
<td>October 1</td>
<td>Monday</td>
<td>Last Day to Withdraw With An Automatic &quot;W&quot;</td>
</tr>
<tr>
<td>October 8</td>
<td>Monday</td>
<td>Fall Break (No Classes)</td>
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<tr>
<td>October 19</td>
<td>Friday</td>
<td>Incomplete Spring/Summer Work Due To Instructor</td>
</tr>
<tr>
<td>October 19</td>
<td>Friday</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>October 22</td>
<td>Monday</td>
<td>Mid-Term Grades Due in Registrar’s Office, 12 noon</td>
</tr>
<tr>
<td>October 26</td>
<td>Friday</td>
<td>Grades Clearing Spring/Summer Incompletes Due in Registrar’s Office, 9 am</td>
</tr>
<tr>
<td>Nov 12-16</td>
<td>Mon-Fri</td>
<td>Pre-Registration for Spring Term, 1985</td>
</tr>
<tr>
<td>November 21</td>
<td>Wednesday</td>
<td>Dining Halls Close, 6 pm</td>
</tr>
<tr>
<td>Nov 22-25</td>
<td>Thurs-Sun</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>November 26</td>
<td>Monday</td>
<td>Dining Halls Open, 7 am</td>
</tr>
<tr>
<td>November 26</td>
<td>Monday</td>
<td>Open Registration for Spring Begins</td>
</tr>
<tr>
<td>December 3</td>
<td>Monday</td>
<td>Transfer Student Open Registration Begins, 8:30 am</td>
</tr>
<tr>
<td>December 12</td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Dec 13-14</td>
<td>Thurs-Fri</td>
<td>Reading Period</td>
</tr>
<tr>
<td>Dec 17-20</td>
<td>Mon-Thurs</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 20</td>
<td>Thursday</td>
<td>Dining Halls Close, 6 pm</td>
</tr>
<tr>
<td>January 2</td>
<td>Wednesday</td>
<td>Final Grades Due, 12 noon</td>
</tr>
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</table>
### Spring 1985

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 18</td>
<td>Friday</td>
<td>Open Registration for Spring Classes Closes, 4:30 pm</td>
</tr>
<tr>
<td>January 21</td>
<td>Monday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 21</td>
<td>Monday</td>
<td>Late Registration, until 7 pm</td>
</tr>
<tr>
<td>January 23</td>
<td>Wednesday</td>
<td>Add/Drop Begins, 8:30 am</td>
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<tr>
<td>January 28</td>
<td>Monday</td>
<td>Last Day To Add a Class, 4:30 pm</td>
</tr>
<tr>
<td>January 28</td>
<td>Monday</td>
<td>Last Day to Exercise P/F Option, 4:30 pm</td>
</tr>
<tr>
<td>January 29</td>
<td>Tuesday</td>
<td>Registration for Audit courses, 8:30 am</td>
</tr>
<tr>
<td>February 1</td>
<td>Friday</td>
<td>Last Day to Drop Without Record, 4:30 p.m.</td>
</tr>
<tr>
<td>February 15</td>
<td>Friday</td>
<td>Last Day to Withdraw With an Automatic &quot;W&quot;</td>
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<tr>
<td>February 15</td>
<td>Friday</td>
<td>Last Day to Apply for December Graduation</td>
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<tr>
<td>March 15</td>
<td>Friday</td>
<td>Fall Incomplete Work Due to Instructor</td>
</tr>
<tr>
<td>March 15</td>
<td>Friday</td>
<td>Mid-Term</td>
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<tr>
<td>March 15</td>
<td>Friday</td>
<td>Mid-Term Grades Due in Registrar’s Office, 12 noon</td>
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<tr>
<td>March 15</td>
<td>Friday</td>
<td>Dining Halls Close, 6 pm</td>
</tr>
<tr>
<td>March 18-22</td>
<td>Mon-Fri</td>
<td>Spring Recess</td>
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<tr>
<td>March 24</td>
<td>Sunday</td>
<td>Dining Halls Open</td>
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<tr>
<td>March 25</td>
<td>Monday</td>
<td>Classes Resume</td>
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<tr>
<td>March 25</td>
<td>Monday</td>
<td>Grades Clearing Fall</td>
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<tr>
<td>March 25</td>
<td>Monday</td>
<td>Incompletes Due in Office of the Registrar, 9 am</td>
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<tr>
<td>April 8-12</td>
<td>Mon-Fri</td>
<td>Pre-registration for Fall Term, 1985</td>
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<tr>
<td>April 22</td>
<td>Monday</td>
<td>Early Registration For Summer 1985 Begins</td>
</tr>
<tr>
<td>April 29</td>
<td>Monday</td>
<td>Open Registration for Fall 1985 Begins</td>
</tr>
<tr>
<td>May 6</td>
<td>Monday</td>
<td>Fall 1985 Open Registration Begins, 8:30 am</td>
</tr>
<tr>
<td>May 8</td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 9-10</td>
<td>Thurs-Fri</td>
<td>Reading Period</td>
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<tr>
<td>May 13-16</td>
<td>Mon-Thurs</td>
<td>Final Examinations</td>
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<tr>
<td>May 16</td>
<td>Thursday</td>
<td>Dining Halls Close, 6 pm</td>
</tr>
<tr>
<td>May 16</td>
<td>Thursday</td>
<td>Residence Halls Close, 6 pm</td>
</tr>
<tr>
<td>May 18</td>
<td>Saturday</td>
<td>Commencement, 2 pm</td>
</tr>
<tr>
<td>May 28</td>
<td>Tuesday</td>
<td>Grades Due in Registrar’s Office, 12 noon</td>
</tr>
</tbody>
</table>
The address of the University of Puget Sound is
University of Puget Sound
1500 North Warner
Tacoma, WA 98416-0012 USA
Telephone: (206) 756-3100

Listed below are offices to which inquiries of various types may be directed:

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
</tr>
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<tbody>
<tr>
<td>Admissions</td>
<td>(206)756-3211</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>(206)756-3491</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>(206)756-3245</td>
</tr>
<tr>
<td>Annual Giving</td>
<td>(206)756-3184</td>
</tr>
<tr>
<td>Associated Students</td>
<td>(206)756-3273</td>
</tr>
<tr>
<td>Career Development Center</td>
<td>(206)756-3520</td>
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<tr>
<td>Catalogs</td>
<td>(206)756-3211</td>
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<tr>
<td>Continuing Education</td>
<td>(206)756-3306</td>
</tr>
<tr>
<td>Curriculum</td>
<td>(206)756-3207</td>
</tr>
<tr>
<td>Development Office</td>
<td>(206)756-3105</td>
</tr>
<tr>
<td>Faculty/Instruction</td>
<td>(206)756-3205</td>
</tr>
<tr>
<td>Fees/Tuition/Payment of Bills</td>
<td>(206)756-3221</td>
</tr>
<tr>
<td>Financial Aid and Scholarships</td>
<td>(206)756-3214</td>
</tr>
<tr>
<td>Foreign Students</td>
<td>(206)756-3491</td>
</tr>
<tr>
<td>Learning Skills Center</td>
<td>(206)756-3395</td>
</tr>
<tr>
<td>Library</td>
<td>(206)756-3257</td>
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<tr>
<td>Planned Giving</td>
<td>(206)756-3305</td>
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<tr>
<td>Public Relations/News</td>
<td>(206)756-3148</td>
</tr>
<tr>
<td>Registration</td>
<td>(206)756-3217</td>
</tr>
<tr>
<td>Residential Life</td>
<td>(206)756-3317</td>
</tr>
<tr>
<td>Student Information</td>
<td>(206)756-3360</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>(206)756-3207</td>
</tr>
<tr>
<td>Summer School</td>
<td>(206)756-3207</td>
</tr>
<tr>
<td>Transcripts/Records</td>
<td>(206)756-3530</td>
</tr>
<tr>
<td>University Relations</td>
<td>(206)756-3358</td>
</tr>
</tbody>
</table>
Index

Academic Advising,  
Freshman Advising Program, 16  
Health Sciences Advising Committee, 17  
Pre-Engineering (see Engineering, Three-two)  
Pre-Law Advising Committee, 17  
Upperclass Advising Program, 16

Academic Load, 6  
Academic Policies, 5  
Academic Standing, 9  
Accreditation, 5  
Accounting Science, Bachelor of, 32  
Administrative Offices, 153  
Admission  
Advanced Standing, 138  
Continuing Education, 141  
Foreign Students, 140  
Freshman Class, 136  
Law School, 141  
Simultaneous Enrollment, Secondary School, 137  
Summer Session, 141  
Veterans, 140  
Aerospace Studies Program, 20  
Art, Bachelor of Arts  
Art History Emphasis, 21  
Arts Studio Emphasis, 21  
Art, Department of, 21  
Art Gallery, Kittredge, 19  
Arts, Literature and Religion Program, 25  
Asian Studies Program, 25  
Audit, 7, 145

Biology, Bachelor of Arts, 29  
Biology, Bachelor of Science, 28  
Biology, Department of, 28  
Board of Trustees, 152  
Business and Public Administration,  
Bachelor of Arts, 32  
Business and Public Administration,  
School of, 31  
Business Leadership Program, 33

Calendar, 172  
Campus Visits, 136  
Career Development, 37  
Chemistry, Bachelor of Arts, 38  
Chemistry, Bachelor of Science, 38  
Chemistry, Department of, 37  
Class Standing (see Classification of Students)  
Classics Program, 40  
Classification of Students, 5  
Communication and Theatre Arts,  
Bachelor of Arts  
Communications Emphasis, 42  
Theatre Arts Emphasis, 43

Communication and Theatre Arts,  
Department of, 41  
Comparative Sociology, Bachelor of Arts, 47  
Comparative Sociology, Department of, 47  
Computer Science (see Department of Mathematics and)  
Computer Science/Business, Bachelor of Science, 85  
Computer Science/Mathematics, Bachelor of Science, 85  
 Concurrent Enrollment, 6  
Continuing Education Program, 141  
Core Requirements, University (see Graduation Requirements)  
Costs (see Fees)  
Credit, Explanation of, 7

Degree Requirements (see Graduation Requirements)  
Degrees Offered, 14

Economics, Bachelor of Arts, 51  
Economics, Bachelor of Science, 52  
Economics, Department of, 51  
Education, Bachelor of, 56  
Education, Bachelor of Arts, 55  
Education, School of, 54  
Educational Privacy Statement, 10  
Engineering, Three-Two Program, 60  
English, Bachelor of Arts  
Literature Emphasis, 61  
Creative Writing Emphasis, 61  
Professional Writing Emphasis, 62  
English, Department of, 61  
Equal Opportunity Policy, 10  
Environmental Science Program, 67

Faculty, 154  
Fees  
Auditor's, 145  
Deferred Payment Policies, 146  
Methods of Payment, 145  
Refunds/Adjustments, 146  
Room/Board, 145  
Schedule of, 144  
Special/Off-Campus/PE Activities, 145  
Sundry, 145  
Tuition, 144

Financial Aid and Scholarships  
How to Apply, 148  
Need-Based Aid, 147  
Non-Need Based Aid, 148  
Trustee Scholarships, 148

175
Index

Foreign Languages and Literature, Bachelor of Arts in
Foreign Languages/International Affairs, 68
French, German or Spanish, 68
Modern Languages and Comparative Literature, 68

Foreign Languages and Literature, 67
Department of
French, 69
German, 70
Greek, 71
Latin, 71
Japanese, 71
Spanish, 71

Geology, Bachelor of Science, 73
Geology, Department of, 72
Grade Reports, 9
Grading, System of, 7
Graduation Requirements
Core Requirements, University, 12
Major Requirements, 12
Minor Requirements, 14

History, Bachelor of Arts, 75
History, Department of, 74
Honors Program, 81
Housing (see Residential Life)
Humanities, 82

Independent Study, 7
International Affairs/Bachelor of Arts in Foreign Languages and, 68
Internship Program, 18

Law, 83
Learning Skills Program, 83
Library, Collins Memorial, 19

Major Requirements (see Graduation Requirements)
Mathematics and Computer Science, Department of, 84
Mathematics, Bachelor of Science, 85
Mathematics Education, Bachelor of Science, 85
Military Science, 88
Minor Requirements (see Graduation Requirements)
Music, Bachelor of, 90
Music, Bachelor of Arts, 92
Music, School of, 89

Natural History Museum, 19
Natural Science Program, 99

Occupational Therapy, Bachelor of Science, 101
Occupational Therapy, School of, 100

Philosophy, Bachelor of Arts, 107
Philosophy, Department of, 106
Physical Education, Bachelor of Arts, 110
Physical Education, Department of, 109
Physical Therapy, Bachelor of Science, 104
Physical Therapy, School of, 104
Physics, Bachelor of Arts, 116
Physics, Bachelor of Arts (Three-Two Engineering), 116
Physics, Bachelor of Science, 116
Physics, Department of, 116
Politics and Government, Bachelor of Arts, 119
Politics and Government, Department of, 118
Pre-Engineering (see Engineering, Three-Two)
Psychology, Bachelor of Arts, 124
Psychology, Bachelor of Science, 124
Psychology, Department of, 124
Public Administration, Bachelor of Arts, 32
Public Administration (see School of Business and)
Refunds and Adjustments, 146
Registration, Change of, 6
Religion, Bachelor of Arts, 128
Religion, Department of, 127
Residential Living,
How to Apply, 143
Off-Campus, 143
On-Campus, 142
Rates, 143
Staffing and Governance, 143

Scholarships (see Financial Aid and Scholarships)
Sociology (See Comparative Sociology, Department of)
Student's Rights and Responsibilities, 9
Study Abroad Programs, 132

Theatre Arts (see Department of Communication and)
Three-Two Engineering (see Engineering, Three-Two)
Trustee Scholarships (see Financial Aid and Scholarships)
Tuition (see Fees)

Urban Affairs, Bachelor of Arts, 134
Urban Affairs Program, 133
Veteran's Aid, 151
Withdrawal from the University, 6
Women Studies Program, 134

176