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The University

In 1888, when Tacoma was only recently incorporated and Washington was 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

The University’s curriculum is both flexible and responsive to the needs of today’s students. Under the core curriculum, courses in written communication, oral communication, quantification, historical and humanistic perspectives, society, natural world, fine arts, 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 a foundation and a 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

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.

The faculty at the University of Puget Sound 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

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 186 on the main campus and an undergraduate enrollment of about 2,700 students. Students come to Puget Sound 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.

Academic Honor Societies

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

Phi Beta Kappa, the nation's most highly regarded academic honor society, elects members from liberal arts fields of study, recognizing those students whose programs indicate breadth, including study of foreign languages and mathematics. The Puget Sound chapter of Phi Beta Kappa, established in 1986, is one of only three chapters installed in the country since 1982. There are fewer than 280 Phi Beta Kappa chapters nationwide.

Phi Kappa Phi, established at Puget Sound in 1976, selects student members from all fields of study.

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.

Activity honoraries—Mortar Board, Spurs, and others—bring students together in a number of service projects. Forensics students participate in numerous inter-collegiate tournaments. 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.

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, who is not a candidate for a graduate degree.
**Academic Policies**

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

**Non-Matriculant** A student who does not intend to pursue a degree, including those wishing to audit courses. A non-matriculant must complete a personal data sheet, which may be obtained from the Office of Admission, 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. Questions concerning registration, including repeat registration for the same course, 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 post-secondary institution 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 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>Grade Grades</th>
<th>Grade Points Per Unit</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A –</td>
<td>3.67</td>
</tr>
<tr>
<td>B +</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
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<tr>
<td>B –</td>
<td>2.67</td>
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<tr>
<td>C +</td>
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<td>C</td>
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<tr>
<td>C –</td>
<td>1.67</td>
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<td>D +</td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>1.00</td>
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<tr>
<td>D –</td>
<td>.67</td>
</tr>
<tr>
<td>P (Pass C – or higher)</td>
<td>0 (not computed in GPA)</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>0 (computed in GPA)</td>
</tr>
<tr>
<td>W (Withdrawal)</td>
<td>0 (not computed in GPA)</td>
</tr>
<tr>
<td>WF (Withdrawal Failing)</td>
<td>0 (computed in GPA)</td>
</tr>
<tr>
<td>AU (Audit)</td>
<td>0 (not computed in GPA)</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0 (not computed in GPA)</td>
</tr>
<tr>
<td>IP (In Progress)</td>
<td>0 (not computed in GPA)</td>
</tr>
</tbody>
</table>

An explanation of these grades and grading policy is in the Academic Handbook 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, 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 or to parents of students whose financial accounts are in arrears.

**Academic Standing**

The Academic Standards Committee will review the record of each student whose cumulative grade average is below 2.00 at the end of any term. A student whose average is below 2.00 will be put on academic probation for one term. If the average remains below 2.00 for a second term, the student 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 and will not compromise standards. 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 Puget Sound may obtain a written verification that the course will transfer to Puget Sound 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 departmental 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. Copies may be obtained in 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 will honor a request to withhold information in any of the categories listed but cannot assume responsibility to contact the student for subsequent permission to release such information. Regardless of the effect upon the student, the University assumes no liability as a consequence of honoring instructions that directory information be withheld.

The University of Puget Sound assumes that failure on the part of any student specifically to request the withholding of categories of "Directory Information" indicates approval for disclosure.

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; and up to four academic courses graded on the pass/fail system;
Degree Requirements

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 Puget Sound;
4) Maintained a minimum GPA of 2.0 for all graded and all Puget Sound work in the major(s) and the minor(s), if a minor is elected;
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 all incomplete or in-progress grades;
9) 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 Arts in Accounting 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 16 graded units in residence at the University of Puget Sound, no fewer than 28 total graded units, and a minimum cumulative grade-point average of 3.70 at Puget Sound.

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

Because University Honors are not earned in the absence of achievement in the major, University Honors and Honors in the Major are not awarded concurrently.

The Dean’s List Full-time students whose term grades are among the top 10%, who have three or more graded units 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.

University Core Requirements

In addition to equipping the student with the tools necessary for communication in a technological society, the core requirements are designed to enable a 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 to be aware of her or his place in that context.

To accomplish this, each candidate for the first 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.
| Written Communication (one unit) | ENGL 101  
|                                | HON 201 AND 202 |
| Oral Communication (one unit)  | C&TA 202, 203, 204  
| Quantification (one unit)      | FL 265 |
| Historical Perspective (one unit) | CSCI 155, 161  
|                                | CSOC 302  
|                                | MATH 111, 121, 122, 221, 232, 235, 258, 271  
|                                | PHIL 172, 273  
|                                | PSYC 251, 252 |
| Humanistic Perspective (one unit) | ASIA 144, 150  
|                                | CLSC 211, 212, 222  
|                                | CSOC 215  
|                                | ENGL 221, 222  
|                                | HIST 101, 102, 152, 153, 211, 212, 230, 231, 245, 247, 256, 264, 275  
|                                | HON 201  
|                                | HUM 101  
|                                | PSYC 231  
|                                | REL 104, 105, 106, 251, 271 |
| Natural World (two units)      | CSOC 201, 212  
|                                | ENGL 234, 235, 241, 242, 255  
|                                | FL: GERM 260  
|                                | HIST 355, 262  
|                                | HON 202  
|                                | HUM 100, 108  
|                                | PHIL 104, 106, 215, 252  
|                                | REL 101, 102, 103, 233 |
| Society (two units)            | BIOL 102, 104, 111, 112  
|                                | CHEM 101, 103, 120, 121, 125, 126  
|                                | GEOL 101, 102, 104  
|                                | HON 204  
|                                | PHYS 103, 109, 111, 112, 121, 122, 301  
|                                | PSYC 351 |
| Fine Arts (one unit)           | CSOC 102, 103, 204, 216  
|                                | ECON 100, 101, 111  
|                                | HIST 370, 374  
|                                | HON 203  
|                                | P&G 101, 102  
|                                | PSYC 361  
|                                | REL 361, 481 |
| Comparative Values (one unit)  | ART 275, 276, 277, 278  
|                                | C&TA 275, 373  
|                                | ENGL 202, 203, 220, 362, 363, 364  
|                                | FL 300  
|                                | MUS 100, 220, 221, 230, 231, 274, 275 |

Note: Revisions may alter this list.
Degree Requirements

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. Must be taken at the University of Puget Sound.

**Major Requirements**

Students must declare their major areas 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 Puget Sound. A 2.0 minimum grade-point average is required both for those courses completed at Puget Sound and elsewhere.

**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.

Second majors may be finished within one year of the degree, provided the second major was part of the degree application. The major requirements current at the date of post-baccalaureate enrollment will apply. The Evaluation Unit of the Office of the Registrar must be informed of plans to complete a second major after graduation.

**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 Puget Sound. Specific requirements for the minor are established by the individual minor area. A 2.0 minimum grade-point average is required both for those courses completed at Puget Sound and elsewhere.
Second minors may be finished within one year of the degree, provided the second minor was part of the degree application. The minor requirements current at the date of post-baccalaureate enrollment will apply. The Evaluation Unit of the Office of the Registrar must be informed of plans to complete a second minor after graduation.

**Second Baccalaureate Degree**

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

**Degrees Offered**

**Bachelor of Arts with a Major in**

Art
Accounting
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

**Bachelor of Science with a Major in**

Biology
Chemistry
Computer Science/Business
Computer Science/Mathematics
Economics
Geology
Mathematics
Mathematics Education
Degree Requirements

Natural Science
Occupational Therapy
Physical Education
Physical Therapy
Physics
Psychology

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, Japanese, 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 the Schools of Education, Occupational Therapy, or Physical Therapy should write the Director of Graduate Study, University of Puget Sound, 1500 North Warner, Tacoma, WA 98416-0012. School of Law materials are available from the Office of Admissions, Norton Clapp Law Center, 950 Broadway Plaza, Tacoma, WA 98402-4470.
Academic Support Programs

Academic Advising

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.

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 only 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.

Transfer Student Advising Program Transfer students are assigned to advisors according to the academic interest of the student. Advisors help assess standing toward the degree in the chosen field of study, and they assist students in planning longer-range programs of study to complete the degree.

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

Chair: Keith Maxwell
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

Chair: Ernest Karlstrom
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. Students interested in OT/PT should contact that school directly. 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 252A or with Linda Critchlow, Program Assistant for Health Sciences, in Thompson Hall 140. A resource center with catalogs and other information also is available in Thompson Hall.

Graduate School

Students are encouraged to begin research on the appropriateness of graduate school no later than the first semester of their junior year. A 3-page checklist/bibliography and extensive resource materials encompassing 28,500 research and applied/professional programs in 1,400 Colleges and Universities in the United States and Canada are available in the Career Development Center. Consultation with faculty provides an excellent source for candid advice on the quality of graduate programs and their suitability to a student’s plans, interests, and abilities. The Honors Program helps students in the decision-making process of whether or not to attend and how to select an appropriate graduate school; also it assists students in filling out applications, including appropriate faculty to contact for letters of recommendation.
Career Development Center

Director: Franklyn L. Hruza
It is the University’s philosophy that career development for the student should begin as early as possible, preferably in the freshman year. Also, it is the mission of the program to provide preparation for a wide range of career options that may become available throughout a student’s lifetime rather than simply for the first job which a student may obtain 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, internships and graduate school selection; an extensive job search reference library; on-campus job interviews; and listings of available employment opportunities. Students have the option of developing and maintaining a placement file. 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 140 placement hours during a semester (usually 12 hours per week). Coupled with the work experience is enrollment in a weekly seminar, which allows students to gain an understanding of the work experience in an analytical way and an opportunity to share work experiences with other interns.

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. If the internship is to satisfy departmental requirements for graduation, the student must personally obtain approval of the specific placement and learning contract from the department before registration will be permitted.
Cooperative Education Program

Director: Franklyn L. Hruza
This 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. 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. One-half unit of academic credit is given for each placement based on the student's job performance and on a written analysis of the work experience. 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.

The Center for Writing Across the Curriculum

Director: Hans Ostrom
The Center for Writing Across the Curriculum (Writing Center) helps students from all academic disciplines develop their ability to use writing as a tool for thinking and learning. Founded on the idea that writing, speaking, and listening are integral parts of all disciplines, the Writing Center, located in Howarth 109, is a place where students can discuss all aspects of their writing.

With the assistance of English Department faculty or specially trained peer tutors, students learn how to overcome writer's block, approach an assignment, and assess the audience and purpose of a paper. Working on a one-to-one basis with a writing advisor, students also receive help with organizing their ideas, writing a strong thesis statement, and revising their written work to make it clear, direct, and persuasive. For appointments, students may call 756-3404.

Advanced students use the Center to receive thoughtful advice on scholarship and graduate school applications, and on articles, poems, and stories intended for publication.

The Center also offers workshops to students on specific problems in writing, and it advises faculty members on ways of using writing in their courses.

Academic Computing

Coordinator: Thomas C. Aldrich
The Academic Computing resources provide students and faculty with computational tools for both instruction and research. Academic Computing supports thoughtful, creative uses of the computer throughout the curriculum on a variety of computers, with a wide range of available software.

The central academic computer is a VAX 11/780, which can be accessed with terminals located in Howarth 106 or through dial-up lines. With an advisor's approval, students may obtain accounts with unlimited processor time and ample disk space for their individual use. On the VAX, students and faculty have access to database management, statistical analysis, and spreadsheet software, as well
as a wealth of programming languages, including PASCAL, BASIC, FORTRAN, COBOL, LISP, PROLOG and FORTH.

The Microcomputer Center in Howarth 204 provides student and faculty access to Apple Ille and IBM-compatible microcomputers, as well as information about microcomputers, applications, discount opportunities, and other areas of interest. Additional microcomputing resources are available to students in other departmental clusters around campus. Spreadsheet, graphics, database management, statistical analysis and other software packages are available. The Microcomputer Center also provides training and support for students, faculty, and staff with microcomputing interests.

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 are 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 300,000 volumes, with a growth rate of about 8,500 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 87,500 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.

The library is an on-line member of OCLC (Online Computer Library Center); also with access to the holdings of WLN (Washington Library Network) through its Microfiche Resource Directory. An on-line periodical check-in and holdings directory is in operation through the University Computer Center with a terminal located in the Public Services office. Access to commercial data bases such as DIALOG is available through the Reference Department. The Library is a member of ICPSR (Inter-university Consortium for Political and Social Research) at the University of Michigan.

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 Puget Sound 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 community, regional and national art shows, as well as exhibitions of Puget Sound student and faculty work. Featured in 1986-87 are Mural Drawings, Art Faculty and Chinese Woodblock Prints.
Curriculum

Unless otherwise noted, each course is equivalent to 1 unit of credit.

Aerospace Studies

Professor: Dennis Gorman, Chair
Assistant Professor: Cary Glade; Danny Gugelman; Carol Proper

About the Program

The curriculum offered by this program consists of instruction in four areas: the General Military Course and the Professional Officer Course conducted on the Puget Sound campus, and Field Training conducted at selected Air Force Bases.

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

The Professional Officer 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 Officer 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 allowance, laboratory fees, and $100 per month subsistence. All Professional Officer 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 the 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 and application of leadership concepts to Air Force situations, individual motivational and behavioral processes, communication, group dynamics, ethics and quantitative approaches to decision-making. AS 310 is taught fall; 315, spring.

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.

Art

Professor: Bill D. Colby; Ronald M. Fields, Chair; Robert E. Vogel (on leave, fall 1986)
Associate Professor: John McCuistion; Kenneth D. Stevens

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 three 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.

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 15 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). Advisor: Professor Fields.

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

Requirements for the Minor

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

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 chairperson.

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 the 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.

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 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 16th century 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 only 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 the course will be illustrated with slides, and students will visit the Tate and other private British art galleries. Taught only as part of the ILACA London Program.

332 Spanish Art History  A survey of Spanish art from the Baroque through the Romantic Period. 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.

372 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. Prerequisite: MUS 321.

373 Music and the Arts In Elementary Education  This course explores the aesthetic education of children with special reference to relevance in the elementary classroom. Included are philosophy, concepts, methods, materials, and creative activities in dramatics,
dance, music, visual arts, and children’s literature. Emphasis is upon the development of a philosophy of aesthetic education, arts appreciation, and their integration into elementary classroom 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.

Asian Studies Program

Director: Suzanne Barnett, History

Asian Studies/Pacific Rim  Director: Michael R. Drompp

Committee: Robert Albertson, Religion; Suzanne Barnett, History; Maria Hsia Chang, Politics and Government; Bill Colby, Art; Ernest Combs, Economics; Norman Heimgartner, Education; Richard Hodges, Education; John Knutsen, Business and Public Administration; Del Langbauer, Religion; Margaret Nowak, Comparative Sociology; Judith Tyson, Foreign Languages and Literature; Denis Umstot, Business and Public Administration.

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 (1987-88, 1990-91) 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 Chinese 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 and Literature, History, Politics and Government, or Religion. Normally the Asian Studies Project will be a senior project and will involve a substantial written product showing command of a wide range of source materials. A public presentation of the project is 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 departmental unit 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 Chinese 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.
2. Track I: Humanities
Art 278, Survey of Oriental Art
History 245, Chinese Civilization
History 247, The Forging of the Japanese Tradition
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 331, Hinduism
Religion 332, Buddhist Tradition in India and China

Track II: Social Science
Business and Public Administration 371, International Business: Japan and the Developed Countries of Asia
Business and Public Administration 372, International Business: China and the Developing Countries of Asia
Business and Public Administration 373, Asian Business: A Comparative Study
Comparative Sociology 201, Comparative Socialization
Comparative Sociology 203, Religion in Society
Comparative Sociology 216, Social and Cultural Change
Education 418, Comparative Education
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

Track III: 9-month Pacific Rim/Asia Study-Travel Program
4 units (at least 1 at the 300/400 level) from Track I and/or Track II; remaining units Study-Travel curriculum, including Asian Studies 370, Philosophy of Culture.

Prerequisites for the 1987-88 Pacific Rim Program:
Option A:
One of the following: HIST 245, 247, 346, 348
One of the following: REL 233, 331, 332
One of the following: CSOC 201, 203, 216
One of the following: P&G 223, 324, 327, 333
or
Option B:
Three courses, one each from three of the following four categories:
   a. HIST 245, 247, 346, 348
   b. REL 233, 331, 332
   c. CSOC 201, 203, 216
   d. P&G 223, 324, 327, 333
and one other course from the Asian Studies Program, Track I or Track II.

3. Language Courses
Chinese 101/102, Elementary Chinese
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 (on leave, fall 1986); Ernest Karlstrom; Beverly Pierson, Chair
Associate Professor: Michael Gardiner; Susan Waaland
Assistant Professor: Darwin Jorgensen; Mary Rose Lamb; Terrence R. Mace
Instructor: Scott Sheffield

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 in the Biology Department but also the entire Northwest region as a resource for research.

Requirements for the Major
Bachelor of Science
Completion of a minimum of 10.5 units of biology plus supporting courses to include:
1) Biology core courses: 111, 112, 211, 212, 311, 490, 491 or 492 and 1 unit from the following: 332, 334, or 434;
2) Three units of advanced biology electives (221 or higher);
3) Two units of college mathematics: 121 and 122 or equivalent;
4) Four units of chemistry: CHEM 120 and 121 (or 125 and 126) and 250 and 251.

Bachelor of Arts
Completion of a minimum of nine units of Biology plus supporting courses to include:
1) Biology core courses: 111, 112, 211, 212, 311, and 1 unit from the following: 332, 334, 434;
2) Three units of advanced biology electives (221 or higher);
3) One unit of college mathematics: 111 (or higher);
4) Three units of college chemistry 120 and 121 (or 125 and 126) and 250;
5) Two additional units to be selected from any of the following courses or areas: Mathematics or Computer Science (higher than MATH 111), General Physics, Geology 101,102.

Requirements for the Minor
Completion of five units of biology to include 111, 112, a minimum of one course from the following group (211, 212, 311) and two advanced elective courses (211 or higher).
Please Note
1. Degree Requirements as specified above must be completed with a grade-point average of 2.0 or better;
2. The following courses do not satisfy major or minor requirements: BIOL 102, 497, 498, or 499;
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 (495,496), and/or Senior Thesis (491, 492). These units may count as two of the advanced electives required for the BA degree or 1 of the advanced electives for the BS degree. Students must consult with a faculty 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, 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 one unit of Senior Thesis as part of their coursework for the major.

Course Offerings

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

111 Principles of Biology  An historical and contemporary approach to the major themes of modern biology. The emphasis is on the development of the scientific process in dealing with biological systems from cells to organisms to populations. Laboratory is required. Satisfies a Natural World core requirement. Offered both fall and spring semesters.

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

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

212 Cell Biology  The structure, metabolism, and specialized activities of eukaryotic cells are the topics in lecture. Laboratories emphasize scientific method, microscopy, and biochemical analysis. Prerequisites: BIOL 111, 112; one year of general chemistry (CHEM 120, 121 or 125,126); CHEM 250 recommended.

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

256 Invertebrate Zoology  A survey of invertebrate taxa with emphasis on the phylogenetic relationships among the various groups. Special attention is paid to morphological and functional aspects of adaptation to a variety of environments. Prerequisites: BIOL 111, 112.
278 **Comparative Anatomy**  A survey of the vertebrate animals with emphasis on functional morphology, adaptations, and evolutionary relationships. Dissection of type forms is stressed in the laboratory. **Prerequisites:** BIOL 111, 112. Not offered in 1986-87.

311 **Genetics**  This course will introduce students to the principles of classical and modern genetics. Mathematical and chemical applications to the solution of problems in genetics will be emphasized in the labs. **Prerequisites:** BIOL 111, 112; CHEM 120, 121 or 125, 126; CHEM 250 (or concurrent enrollment); BIOL 212 strongly recommended.

332 **Plant Physiology**  This course covers growth and metabolism of the higher plants at the organism, cellular, and molecular levels. Laboratory demonstrates methodology and analysis of data in plant physiology. **Prerequisites:** BIOL 111, 112, 212; CHEM 250.

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

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

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

380 **Biology of Algae**  An introduction to the phylogeny, structure, development, and physiology of algae with an emphasis on marine species. Laboratory includes studies of the structure and life histories of representative algae, investigation of developmental mechanisms and field trips to observe algae in their natural habitats. **Prerequisites:** BIOL 111, 112; 212 recommended.

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

434 **Mammalian Physiology**  An experimental approach to the basic principles of function of the mammals. The laboratory emphasis is on surgical and pharmacological techniques. A research paper is required. **Prerequisites:** BIOL 111, 112. Not offered 1986-87.

452 **Cytology and Histology**  A basic study of the cellular structure and organization of the cell using light microscopy. The laboratory program is emphasized with techniques of specimen preparation and interpretation practiced. A research project and paper are required. **Prerequisites:** BIOL 111, 112, 212. Not offered 1986-87.

453 **Electron Microscopy**  Introduction to laboratory techniques and instrumentation used in ultrastructure examination. Development and presentation of a research program in an area of the student's interest is required. **Prerequisite:** Consent of 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 111, 112, 211. Not offered 1986-87.

472 **Animal Behavior**  An introduction to the basic principles of ethology emphasizing causation, development, function, and evolution of behavior. Laboratories will emphasize behavioral description through projects and field work. **Prerequisites:** BIOL 111, 112, 211.
490  Junior Seminar  .5 unit  Review of the biological literature for the purpose of learning how to select a research topic, generate a detailed proposal for that research and communicate that proposal orally to a group of faculty and students. Prerequisites: BIOL 111, 112, 211, 212, 311. Not offered 1986-87.

491  Senior Library Research Thesis  credit, variable  Students must write a research proposal, carry out the research, write a thesis and present a public seminar on their research. The projects will be done under the supervision of a faculty advisor. This course or BIOL 492 is required for departmental honors at graduation. Prerequisites: BIOL 490 and permission of instructor.

492  Senior Laboratory Research Thesis  credit, variable  Students must write a research proposal, carry out the research, write a thesis and present a public seminar on their research. The projects will be done under the supervision of a faculty advisor. This course or BIOL 491 is required for departmental honors at graduation. Prerequisites: BIOL 490 and permission of instructor.

495/496  Independent Study  credit, variable  Research 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 or department chair. Prerequisite: permission of Instructor.

Business and Public Administration

Professor: John P. Dickson, Dean; John A. Knutsen; Keith A. Maxwell; Roy J. Polley; Richard D. Robinson, George Frederick Jewett Distinguished Professor of Business; Robert H. Terpstra; Denis D. Umstot (on leave, spring 1987); Robert D. Waldo (on leave, fall 1986).

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

Assistant Professor: Garth A. Blanchard

About the School

The purpose of the Business and Public Administration program is to provide quality education for students who will assume responsible roles as managers, leaders and citizens. Courses in the program help students to develop analytical, communicative 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, mathematics, and social sciences are particularly appropriate; but a background in the humanities, particularly English and foreign languages, further strengthens a student's preparation. The Cooperative Education Program and the Internship Program supplement the curriculum by enabling students to apply concepts and theories to actual working situations.

In addition to reviewing the requirements for the degrees and minors, students should consult special considerations and special requirements.
Special Requirements:
1) To earn a degree from the School, students must have a grade of C- or higher in all courses required for their major or minor. A cumulative GPA of 2.0 is required for all majors or minors within the School of Business and Public Administration.
2) The Business core courses (as listed below) must have been taken at the 300 level or above. Transfer students who have taken one or more of these courses at a level below 300, and who wish to substitute for this requirement, must then satisfactorily complete an advanced course in that functional area.

Bachelor of Arts in Business Administration
1) Required Preparatory Courses:
   ECON 100, 101
   CSC1 155
   MATH 258, 271
   BPA 213, 214, 225
2) Business Core Courses:
   BPA 330, 340, 350; and 454 or 456.
3) Three advanced Business electives at the 300 level or above, from a concentration as defined below.
4) One Quantitative elective from the following list:
   BPA 314, 402, 469
   C&TA 345
   ECON 315, 401
5) Two non-Business electives from the following 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 483
   PSYC 381
Note: The list of non-Business and quantitative electives are reviewed and revised annually. The above lists are valid only for student matriculating or graduating in 1986-87.

Concentrations within the Business Administration Major:

Accounting:
   See Requirements for Bachelor of Arts in Accounting.

Asian Business:
1) BPA 370, 371, and 372
2) Either HIST 346 or HIST 348 will be taken as one of the non-Business electives
3) The student will take the International Emphasis section of BPA 454.

Finance:
1) BPA 439 and 432
2) One of the following: BPA 313, 314, 431 or 435
3) ECON 315 will be taken as the quantitative elective

General:
Three upper division Business courses, approved by the Academic Advisor.

International Business:
1) BPA 370
2) Two of the following: BPA 371, 372, 373, 435, 445 or 470
3) The student will take the International Emphasis section of BPA 454.

Management:
1) BPA 352, 451 and one of the following: BPA 358, 370, 341, or 380.
2) CTA 360 will be taken as one of the non-Business electives
3) BPA 469 will be taken as the Quantitative elective.
Marketing:
1) BPA 443 and two of the following: BPA 341, 441, 445
2) BPA 402 will be taken as the Quantitative elective.

Special Considerations for Business Administration Majors
1) Each student is required to have a minimum of seven 300-level or above business courses for graduation.
2) Students who plan to major in Business and minor in Computer Science may take CSCI 161 rather than CSCI 155.
3) Recommended course sequence in Business Administration:
   - Freshman Year—CSCI 155, ECON 100, 101, MATH 258
   - Sophomore Year—MATH 271, BPA 213, 214, 225
   - Junior Year—BPA 330, 340, 350, quantitative elective
   - Senior Year—BPA 454 or 456 and broadening courses

Business Administration Minor
1) ECON 101
2) MATH 258, 271
3) BPA 213, 214, 225, 330, 340, 350

Bachelor of Arts in Accounting
1) Required preparatory courses as for general Business major (see above);
2) Four Business core courses as for general Business major (see above);
3) Four Accounting courses: BPA 313, 314, 326, and 419
4) One non-Business elective from the list approved for the general Business Administration major (see above).

Note: Students considering the Bachelor of Arts in Accounting as a second baccalaureate degree should contact a faculty advisor in the Accounting area.

Bachelor of Arts in Public Administration
1) Required preparatory courses:
   - ECON 100, 101
   - CSCI 155
   - MATH 271
   - P&G 101 and 210
2) Public Administration core courses:
   - BPA 350, 380, 381
   - P&G 314
3) Three electives from one of the following areas:
   A. Public Policy Process:
      - Local/State/Urban: P&G 316, ECON 341, CSOC 351
      - National: P&G 310, 312, 313
      - International: P&G 231, 328, 330, 332, 334, 335
   B. Public Management:
      - General: BPA 352, 358, 451, 469
      - Finance/Accounting: BPA 213, 313, 330, 418, 419
   C. Social Problems:
      - CSOC 102, 204, 206, 214, 215, 351, 365
4) One unit: Seminar (P&G 410, 411, 420, 430) or Internship

Public Administration Minor
1) ECON 100
2) P&G 314, 101 AND 210
3) BPA 350, 380 AND 381
Business Leadership Program

Coordinators: Robert Waldo, Business and Public Administration; Darrell Reeck, Religion

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

Special application to the Program should be made during a student's senior year in high school. Applications and additional information are available from the School of Business and Public Administration. Continued participation in the Program is subject to academic performance as well as suitable participation in all aspects of the Program.

The academic objectives of the Program are to:
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 (including a mentor) and will participate in an internship during the summer prior to his or her senior year.

Requirements for the Business Leadership Program

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 371 or HIST 356.
2) Quantitative (2 units)
   CSCI 161, MATH 271
3) Economics (2 units)
   ECON 111, 301
4) Foreign Language (1 unit)
5) Business and Public Administration (7 units)
   * BPA 213, 214, 225, 330, 340, 350, 401
   * special enriched sections for BLP students of BPA units
6) Bus/Rel 407
7) Not-for-credit Leadership Seminar, BPA 201, to be taken during the freshman and sophomore years.
8) Junior-senior summer internship

Course Offersings

201 Leadership Seminar no credit The course serves as an advising section as well as an orientation during the freshman and sophomore years for students enrolled in that Program. Some career assessment activities as well as readings in the literature of business leadership will be required. Prerequisite: Admission to the Business Leadership Program.

213 Principles of Financial 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 Principles of Managerial Accounting An introduction to the underlying principles and concepts of managerial accounting. The course focuses on the identification, accumulation, and analysis of costs, and on the use of economic information in management planning and control systems. Prerequisite: BPA 213.
Business and Public Administration

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 214 and CSCI 155 or 161.


314 Cost Accounting An in-depth study of the systems used to measure the cost of goods and services produced within the firm. The course features the design and implementation of cost accumulation systems, the nature of cost allocations, and the use of cost information in the management control system. Prerequisites: BPA 213, 214, 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. Prerequisites: BPA 213 and junior or senior standing.

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 214, ECON 101, MATH 258 and 271, and junior or senior standing.

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 214 and ECON 101, and junior or senior standing.

341 Retail Management Cases and problems introduce students to the basic principles and practices in retail management. Prerequisites: 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 group organizational change. Prerequisites: Junior or senior standing.

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 the 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. Prerequisites: BPA 350.

370 Introduction to International Business The objective of the course is to introduce students to the international dimension of business. Beginning with data indicating the degree to which business has become internationalized, discussion will go on into the historical legacy of international business and then turn to theoretical considerations. After these introductory sessions, the international dimension of various functional areas will be exam-
ined—marketing, sourcing, labor, managerial, ownership, financial, legal, control, and public affairs. Prerequisites: Junior or senior standing.

371 International Business: Japan and the Developed Countries of Asia A study of the international business environment addressing the cultural, economic, historical and political impacts of business in the developed nations of the Pacific Basin (Japan, Singapore, South Korea, Hong Kong, Australia). Prerequisite: BPA 340 or 350 or 370 or Asian studies major or Foreign Language/International Affairs major, and junior or senior standing.

372 International Business: China and the Developing Countries of Asia A study of the international business environment addressing the cultural, economic, historic and political forces on the trade and development of the less developed nations of Asia (PRC, Philippines, Thailand, Indonesia, are examples). Prerequisites: BPA 340 or 350 or 370 or Asian Studies major or Foreign Language/International Affairs major, and junior or senior standing.

373 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 370 or 371 or 372 or Asian Studies major or Foreign Language/International Affairs major, and junior or senior standing.

380 Management in the Public Sector Basic concepts of management and decision-making in a political environment; how these concepts relate to practical problems faced by public administrators. Case situations, discussions. Prerequisites: 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. Prerequisites: ECON 100 and junior or senior standing.

401 Seminar in Leadership and Policy This capstone course for Business Leadership students 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, with the added component of the study of leadership as an element in the decision-making process. Prerequisites: admission to the Business Leadership Program, BPA 330, 340, 350 (In BLP sections); senior standing.

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.

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. Also see Rel 407. Satisfies the Comparative Values core requirement.

412 Advanced Financial Accounting Completion of the study begun in BPA 313 of principles and postulates of financial accounting underlying the balance sheet, income statement and statement of changes in financial position with special emphasis on owners' equity including partnerships, corporations, consolidations, and estates and trusts. Prerequisite: BPA 313.

413 Theory and Issues of Financial Accounting In-depth study of advanced topics in financial accounting, including leases, pensions, alternative methods of revenue recognition and recent research into the uses of accounting information in external reporting. Prerequisites: BPA 313.
414 Advanced Managerial Accounting  Advanced study of the generation and use of economic information within the organization with emphasis on planning, control, decision analysis, and performance evaluation. Prerequisites: 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. Prerequisites: BPA 214 and junior or senior standing.

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. Prerequisites: BPA 326.

431 Financial Markets  This course covers the operation and structure of financial markets, financial instruments and the major financial and nonfinancial participants in the financial markets. Topics include market efficiency, the role of the Federal Reserve System, the determination and significance of interest rates, and the financial futures markets. Prerequisites: BPA 330.

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

439 Problems in Finance  Analysis of selected problems in the financial management of firms, including capital acquisition and allocation. Extensive research, in-depth class discussion, and case-study evaluation required. Prerequisites: 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. Prerequisites: 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. Prerequisites: BPA 340.

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. Prerequisites: 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.

470  International Business Environments  The purpose of the course is to develop student skills in perceiving the underlying dynamics of social change and, hence, be in a better position to understand how the firm might best interact with its environment. This course does not focus on the firm, except incidentally, but rather on the dynamics of the environments which surround it in international markets. Prerequisites: BPA 370 or permission of the instructor, and junior or senior standing.

493  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 interests and their relationship to career choices. Survey of major fields of academic study which develops 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.

205  Women and Careers  .5 activity unit  This survey course covers basic issues related to women and work including an overall look at women and their career/life planning processes. Specifically, the course investigates changes in women's career aspirations, determinants of career choice, internal and external barriers to effective decision making, goal setting, motivation, value clarification, life balancing, and career success and satisfaction.

Chemistry

Professor: Keith Berry, Chair; L. Curtis Mehlhaff

Associate Professor: William Dasher; Kenneth Rousslang; Thomas Rowland; Anne Wood

Assistant Professor: Jay Mueller;

About the Department

The Chemistry Department is accredited by the American Chemical Society (ACS) and offers a flexible, broad-based curriculum. The University's Natural World Core requirements can be fulfilled by taking two of the six introductory courses listed below. For students interested in a career in chemistry or related fields, such as medicine, dentistry, science journalism, teaching, or business, the department offers either a Bachelor of Arts or Bachelor of Science degree in chemistry. Students fulfilling the requirements for a Bachelor of Science
degree complete the requirements specified by the ACS Committee on Professional Training and thus receive an ACS certified degree.

Emphasis is placed both on classroom instruction and on the development of competent laboratory technique in introductory as well as advanced courses. Many modern instruments are available for student use in upper division courses. Undergraduate research is strongly encouraged for all students and is required for students seeking the BS degree. Individual laboratory space and all departmental instruments are made available for students doing senior research. The department also has computer facilities for student use.

The expertise of the chemistry faculty covers all five basic disciplines: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. Many special topics courses in areas such as forensic chemistry, environmental chemistry, polymer chemistry, natural product chemistry, and group theory are also a part of the curriculum. Students are encouraged to consult with members of the department as they plan their undergraduate programs and to discuss career options in the sciences with faculty members.

Requirements for the Major

BA Degree
1) PHYS 121,122;
2) MATH 121, 122, 221;
3) CHEM 125 (or 120), 126 (or 121), 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 (or 120), 126 (or 121), 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. Satisfies a Natural World core requirement.

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. Satisfies a Natural World core requirement.

120/121 General Chemistry I, II 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 Satisfies 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 Satisfies a Natural World core requirement.

250/251 **Organic Chemistry I,II** 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. **Prerequisites:** Chemistry 251, Biology 212, or permission of instructor.

420 **Inorganic Chemistry** This course will present both theoretical and descriptive material on inorganic chemical compounds. The 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 illus-
trate common synthetic and characterization processes for inorganic compounds. Prerequisites: MATH 122, CHEM 340, PHYS 122.

430 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 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 Advanced Organic Chemistry  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 Biochemistry  This course deals with the topics of protein structure and function at the cellular and molecular level, with the interrelationships among major metabolic pathways, and with how modern molecular biology techniques are applied to the study of biomolecular structure and function. The laboratory is designed to introduce several major techniques common to biochemical investigation. Prerequisites: CHEM 251, BIOL 212, or permission of instructor.

461 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.

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

471 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.

472 Topics in Magnetic Resonance  This is an upper division course designed to provide an introduction to the quantum mechanical theory of magnetic resonance spectroscopy as well as an in-depth discussion of current techniques and their applications in organic, inorganic and biochemical problems. The course includes experimental presentations by students utilizing the departmental XL-200 spectrometer. Prerequisite: CHEM 341.

480 Polymer Chemistry  .5 unit  The goal of this course is to fuse the principles of organic and physical chemistry through the study of macromolecular science. Prerequisites: CHEM 251, 340.

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

493/494 Seminar no credit This course offers the student the opportunity to hear guest speakers discuss a variety of subjects within the general discipline of chemistry. In addition, students also present reports on their undergraduate research efforts.

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

Classics

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: Gary L. Peterson, Chair

Associate Professor: Kristine M. Bartanen; David A. Droge; Janet E. Neil

Assistant Professor: Gary M. Grant; John H. Lutterbie; A. Susan Owen

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 division 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. Currently four emphasis areas are available: Communication Studies, Rhetorical Studies, Media Studies, and Applied Communication. Students electing an emphasis in any of these 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 for a supporting endorsement 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 Cross Examination Debate Association (CEDA) debate and a full range of individual speech events. The department also sponsors the national award-winning 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;
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, outside the Department of Communication and Theatre Arts, 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, English/Writing, Counseling, Research Methodology, Psychology.

**Theatre Arts Emphasis:**
1) C&TA 110, 210, 217, 313, 317, 371, 373, 375, 379 (or 380 or 389), 463.
2) In addition to the C&TA courses, students must select a secondary emphasis in Dramaturgy, Performance Studies (Acting or Directing), or Scenography. Four units must be taken for the secondary emphasis.

A) **Dramaturgy:** Select one course from each group

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B) Performance Studies
Acting: Select one course from each group

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Directing: Select one course from each group

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C) Scenography: Select two courses from group I and one course each from groups II and III.

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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 (or 373 or 375), 379.

Course Offerings

110 Discovery of the Expressive Self  This introductory course for the student inexperienced in acting, explores the fundamentals of actor training, and is designed to develop greater confidence and awareness of the body and voice as flexible instruments of communication inside and outside the theatre. Involves some rigorous physical activity.

113 Masks and Makeup  The study of the development of physical characterization for scripted characters. Emphasis is on analysis of play scripts and their practical application of theoretical design. Characters will be created through physicalization, theatrical makeup and three-dimensional masks. Students will apply makeup to their own faces, and will build prosthetic pieces (noses, scars, wrinkles, etc.) and partial and full-face masks using appropriate media. Recommended for students in Performance Studies, Scenography and visual arts.

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

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

202 Group Decision-Making Processes Principles and methods of deliberation, leadership, communication in small groups. Group dynamics and structure, roleplaying 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 The London Stage The aim of the course is to enable students to read a play text with performance in mind, to discern the various elements which contribute to success or failure of a play in the theatre, and to gain practice in writing theatre reviews. The course will include attendance at several plays from a wide range of dramatic materials and productions. Thus some kind of historical perspective can be gained through the experience of the theatre, through visits to museums and galleries and through consideration of common elements and development. 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. Mandatory Pass/Fail grading for participation in Trail, Tamanawas or KUPS.

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.
Communication and Theatre Arts

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. Styles from various periods, such as Greek, Commedia dell'Arte, Elizabethan, and Restoration are studied extensively. Scene work is required. 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.

315 Directing: Style  The advanced directing student studies alternative methods of play analysis and the effect of playwriting style on production concepts. Techniques used by directors in working with actors and designers are examined. The student will be expected to direct three scenes. Prerequisite: C&TA 313

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 and Sound  Drawing upon both the theoretical writing in this field and the techniques of script analysis, this course studies the principles of designing light and sound for the theatre. As scenographers concerned with contributing to the overall concept of a production, students will design and plot light and sound for plays on thrust, arena and prosce-\n
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.

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 pre-
paring, 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 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.

373 Theatre History II: From Court Celebrations to 20th Century Realism This course, which begins with the stagecraft of the Italian Renaissance and extends to American Realism in the Off-Broadway Movement of the 1960s, addresses the diversity of theatrical styles and the relationship of their styles to their cultural origin. The historical methodology of the course surveys the complexity of the theatrical artistic process by addressing the evolution of scenography, the changing craft of the actor and the director, the development of dramatic form and the ever increasing involvement of entrepreneurs, the producers, in the theatrical production process. Satisfies the Fine Arts core.

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.

379 Theatre Seminar: Writing on the Theatre The course is designed to integrate all elements of theatre art and to further the students' ability to express their insights into the theatrical experience. Students will read selected scripts, attend theatrical productions, and respond in both written form and class discussion to the style, theme, character analysis and plot structure of the play as well as the concept and execution of the production. Research presentations in production history, dramaturgical analysis, critical perspective and production techniques will be an integral part of the students' work in the course.

380 Theatre Seminar: Production Concepts Offered in the fall only, this course examines in great detail a play scheduled for production the following spring. Students will be introduced to critical methods of analysis which offer a variety of insights into the play under discussion. In addition, students will research the production history of the play, the period in which it was created, critical responses to the play, and the playwright to his work. The course will conclude with an oral and/or written presentation of the results of their research. Dramaturgy students will be offered the opportunity to work on a Directed Study Project as part of the production staff for the spring term show.

389 Comedy Seminar This course will pursue both a theoretical understanding of comedy and an appreciation of the dramaturgical principles involved in comedic playwriting. 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. Prerequisite: C&TA 275 or permission of the instructor.

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 Burkean. 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 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 level skill course 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.

463 Directed Projects in Theatre Arts Majors in the Theatre Arts undertake a supervised project within their area of emphasis: dramaturgy, scenography, and performance studies. The project will require extensive research and analysis by the student and preparation for public presentation.

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

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

497/498 Internship
Comparative Sociology

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

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 simultaneously to 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. Satisfies a Society core requirement.
103  Social Problems  Selected problems of modern, complex societies with emphasis on the U.S. Satisfies 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. Satisfies a Society core requirement.

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

206 **Deviance and Social Control** The study of 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** How do culture and social structure provide the environment within which each individual female or male negotiates a life, an identity, and a place in the social world? This course addresses the profound impact of gender on the human being and on social organization; the cultural meanings attached to the inequities between women and men; and the impact of sexism on individual identity, choice, creativity, and action for social change—with particular focus on how these topics affect the experience of women. We will explore the role of consciousness in the development of female and male identity, and the creative efforts people have made to survive and transcend the gender-related constraints of ideology and social structure. Satisfies the Humanistic Perspective core requirement.

213 **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.

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.” Satisfies a Society core requirement.

217 Culture 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.

251 Britain and the USA Modern Britain and America have similar origins, use a common language and share many attitudes and institutions. But in various ways the two societies diverge sharply: the American heritage of Puritanism and the Frontier have few parallels in British history or mythology, while the British sense of historical tradition and of social class and hierarchy are often a source of wonder to visiting Americans. The class will be concerned with such questions as: What forms do the similarities take today? Is Britain becoming more “Americanized?” If so, in what ways? What aspects of British life and society most resist Americanization? Visits will be made to the House of Commons, the Law Courts and other typically British institutions such as a traditional club and a working class pub on Friday night. Taught as part of the ILACA London Program.

252 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 or 204.

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, Durkheim, and Mead.
Comparative Sociology

The second half will be devoted to structural-functionalism, symbolic-interactionism, conflict theory, and other contemporary perspectives. Prerequisite: CSOC 102.

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.

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 According to the sociologist and philosopher Jurgen Habermas, "moral consciousness" involves the ability of an individual to make decisions consciously (i.e. self-reflectively) in the face of moral dilemmas. In exploring the implications of this idea, this course will refer to historical events that are generally held to be "moral atrocities" (e.g. the Holocaust; the Gulag). The goal of this investigation, which will make use of theoretical readings as well as first-person accounts of Fascist and Stalinist death camps, will ultimately involve the cultivation of a more reflective moral consciousness among seminar participants. Prerequisites: Senior standing or instructor's permission. 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.
**Economics**

Professor: Ernest Combs  
Associate Professor: Douglas E. Goodman; D. Wade Hands (on leave, spring 1987); Bruce Mann, Chair; Ross Singleton; Michael Veseth  
Assistant Professor: 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: ECON 100, 101, 301, 310 and at least one 400-level senior seminar;  
2) Applied Economics: At least three upper-division economics electives, not to include 411, 495/496, 497/498;  
3) Skills and Tools  
   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  
   A) ECON 100, 101, 301, 310 and at least one 400-level senior seminar;  
   B) At least three upper division electives, not to include 411, 495/496, 497/498;  
   C) The above courses must include ECON 401, Mathematical Economics, and/or ECON 315, Econometrics;
2) Quantitative Skills
   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 100, 101;
2) Three 300-level or above courses.

Notes:
1. ECON 111 may be substituted for ECON 100 and 101 throughout; ECON 302 may be substituted for ECON 301 throughout.
2. The requirement for calculus may be met by Math 121, Math 258, or an equivalent course.
3. The requirement for statistics may be met by Math 271, Math 372, or an equivalent course.
4. ECON 411 does not satisfy major requirements for an economics elective or for a senior seminar.
5. A GPA of 2.0 is required for the major or minor. Only courses for which the student has received a C or better can count for the major or minor.

Course Offerings

100 Principles of Economics: Macro The economy is analyzed with emphasis on understanding the forces that cause economic problems and the policies that can be used to solve them. Students analyze how markets allocate scarce resources. The causes and effects of inflation and unemployment, the economic impacts of monetary and fiscal policy, the role of money and banks in the economy, and the impact of exchange rates and international trade on national economic conditions are discussed. Satisfies a Society core requirement.

101 Principles of Economics: Micro Analysis of the concepts and principles of microeconomics and contemporary problems and policies. Prerequisite: ECON 100. Satisfies a Society core requirement.

111 Introduction to Economics: Business Leadership A one-semester introduction to economics designed for students in the Business Leadership Program. Discusses the main topics of microeconomics and macroeconomics, with focus on theory, applications, and economic policies. Prerequisite: Enrollment in Business Leadership Program. Satisfies a Society core requirement.

301 Intermediate Microeconomic Theory Consumption, production, and pricing under perfect and imperfect competitive conditions; welfare economics, general equilibrium analysis. Prerequisites: ECON 100 and 101.

302 Intermediate Microeconomics/Math Emphasis Issues covered will be the same as in 301, except calculus is used in the presentation of some topics. Prerequisites: ECON 100, 101 and one semester of calculus.

310 Intermediate Macroeconomic Theory Basic principles of national income determination. Selected special problems; effect of changes in price levels on macroeconomic equilibrium; role of foreign trade and payments; economic growth. Prerequisites: ECON 100 and 101.

311 Junior Research Seminar An analysis of current topics in economic theory and policy. A different topic is selected each year. Relevant economic theory is examined. Students
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 100, 101 and statistics.

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 microeconomics to practical business problems in strategic planning will be emphasized. Prerequisites: ECON 100 and 101.

317 Origins and Development of Capitalism  This course traces the roots of capitalism from medieval Europe through the Industrial Revolution to the modern mixed economy of the United States. Important stages in the development of capitalism are examined from a historical perspective, then analyzed and interpreted using the tools of Neoclassical and Marxist models. Prerequisites: ECON 100 and 101.

321 History of Economic Thought  Development of economic thought from Mercantilists to the present; relations of economic thought to other scientific thought. Prerequisites: ECON 100 and 101.

331 The Economics of Money and Banking  The role of money in a modern economy. Financial and monetary institutions and theories. Prerequisites: ECON 100 and 101.

341 Urban Economics  Economic analysis of the urban sector of the economy, primarily employing the tools of microeconomics. Topics include location theory, urban growth and development, income and poverty, supply of and demand for local public goods, housing problems and policies, and transportation systems. Prerequisites: ECON 100 and 101.

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. Prerequisites: ECON 100 and 101.

361 The Economics of Public Finance  This overview of the economics of the public sector includes 1) the economic theory of government intervention, 2) government spending decisions, 3) the economic impact of taxation by federal, state, and local governments, and 4) an examination of fiscal federalism. Prerequisites: ECON 100 and 101.

371 International Economics  An overview of the economic relations among nations and the impact of those relations on micro- and macroeconomic decisions. Analyzes the theory of international trade, trade restrictions, and common markets. Other topics include 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 100 and 101.

381A Economic Growth and Development  This course focuses on Asian economies. It is concerned with the process of economic growth and development, and how technological change, education, population, savings, money, investments relate to the growth and development process. Prerequisites: ECON 100 and 101.

381B Economic Growth and Development  This course focuses on Latin American economies. It is concerned with the process of economic growth and development, and how
Economics

technological change, education, population, savings, money, investments relate to the
growth and development process. Prerequisites: ECON 100 and 101.

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 MATH 221.

402 Manpower and Human Resource Economics  Senior seminar devoted to a micro-
economic 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 pro-
ductivity theory of distribution, labor market search theory, market imperfections, human
capital theory, and theories of discrimination. Prerequisites: ECON 301, 310, and statistics.

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 301, 310, statistics.

405 Environmental and Natural Resource Economics  Senior seminar concerned with
the economic consequences of overpopulation, air pollution, water pollution, waste disposal
and exploitation of natural resources; governmental policies designed to cope with these
problems. Prerequisites: ECON 301, 310, and statistics.

411 Senior Research Seminar  Advanced study of current topics in economics with
emphasis on analysis, written reports, and oral presentations. Prerequisite: ECON 311.

495/496 Independent Study

497/498 Internship .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; Robert Hostetter;
Ramon L. Roussin (on leave, spring 1987); Robert L. Steiner

Associate Professor: John T. English (on leave, fall 1986); Grace Kirchner

Assistant Professor: Mary Anne Kendall

Instructor: Linda Cockrell; Barbara Holme; Joan Rapp

About the School

The School of Education engages in the preparation and continuing development of compe-
tent 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 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 School of Education also offers 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 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 Continuing Principal Credential, are approved by the Washington Board of 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 Teacher Certification Program curriculum includes courses and experiences which address the following generic standards which have been established by the Washington State Board of Education:
A. Socio-Cultural-Economic Differences and Human Relations
B. Communication
C. Exceptionality
D. School Law
E. Professionalism
F. Knowledge of K-12 Educational Setting
G. Instructional Skill
H. Classroom Management
I. Subject Matter
J. Pupil/Student Personnel
K. Pupil Discipline

A Teacher Certification Handbook which includes further information about the Teacher Certification Program is available in the School of Education.

In recognition of national attention to a need for more highly trained teachers and the resulting need for an extended preparation program, the School of Education is seriously studying the establishment of a five-year teacher certification curriculum.

Requirements
Admission. Formal application for admission to a Teaching Certificate program must be made prior to enrollment in Teacher Certification courses. 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) Has received a grade of C or higher in the written communication core requirement;
4) Has achieved a minimum combined score of 95 on the Washington Pre-College Test with minimum scores of 45 on the Verbal and Quantitative sections or a combined score of 850 on the SAT with no score below 400 (or a score of 18 on the ACT). Applicants who have not taken any of these tests or whose scores fall below the minimum requirement must take the WPC Test for Entrance into Teacher Education Programs
Education

(TETEP) prior to enrolling in EDUC 301. Arrangements to take this test can be made by contacting the School of Education.

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 2.5 or higher in all professional courses, with no grade below C–;
9) No more than 4.5 units of experiential coursework (EDUC 401, 402, 403, 404, 407) may be included in the 32 units required for the bachelor’s degree.

Continuation in the School of Education Students may continue in the Teacher Certification Program as long as they continue to meet the conditions for final admission specified above and maintain the following grade-point average:
- 2.25 overall
- 2.50 in professional Education Program
- 2.50 in certification major(s)

Re-Entry to the School of Education Students who drop out of the University of Puget Sound or the School of Education program, or who are dropped due to failure to meet requirements for continuation in the program, will be readmitted if they meet the requirements for certification at the time they apply for readmission. If more than one year elapses from the drop date to the date for readmission, students will be required to have their certification program approved and will need to comply with any changes in the certification program requirements which have occurred since their programs were initially approved.

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;
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) offered by the University and approved by the State of Washington. 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/middle 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. Students will be responsible for completing all necessary forms needed for credential files.

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

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

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

Bachelor of Education
The degree of Bachelor of Education is a post-graduate degree conferred on students who have completed a fifth year of college and who have met the following standards:
1) Possession of a standard bachelor’s degree from an accredited institution of higher learning (when the major for the degree was not education);
2) Fulfillment of the requirements for 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) Credit 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. Formal application for Admission to the Teacher Certificate Program must be made prior to enrollment.

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 for regular programs and for children with special needs, is introduced. Prerequisites: EDUC 301, 302. Admission limited to those students who have been admitted to the Teacher Education Program.

350 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. Prerequisites: EDUC 301, 302. Admission limited to those students who have been admitted to the Teacher Education Program.
359 Secondary Curriculum and Special Methods  Examination of secondary curriculum and instructional strategies specific to a student's intended field of teaching. Emphasis 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.

360 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.

365 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.

401 Student Teaching: Elementary  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. Prerequisites: Senior standing and School of Education endorsement. Mandatory Pass/Fail grading. Admission limited to those students who have been endorsed for student teaching.

402 Student Teaching: Secondary School  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. Prerequisites: Senior standing and School of Education endorsement. Mandatory Pass/Fail grading. Admission limited to those students who have been endorsed for student teaching.

403 Student Teaching: Music  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. Admission limited to those students who have been endorsed for student teaching.

404 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  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. 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 the United States and the People's Republic of China. Special emphasis will be put on the ways in which formal and informal education reflect and transmit the values of any society. *Prerequisites: one Historical Perspective course; one Asian Studies course preferred.*

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.

482 **Manual Communication** Introduction to manual signing system and fingerspelling. Discussions of signing systems and language analysis. Current research in teaching deaf children will be explored.

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

Director: Andrew Rex

Committee: John Blakeslee, Mathematics and Computer Science; H. James Clifford, Physics; Al Eggers, Geology; L. Curtis Mehlhaff, Chemistry

Coordinator: Linda Critchlow

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 or 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 which the University has an agreement, or another university, and complete an additional two years of study in professional engineering courses. Upon successful completion of all coursework, a bachelor's degree is awarded by the University of Puget Sound for the major in which all requirements have been met. 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, Duke 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 Linda Critchlow, 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

2 units
Physics
121/122, General University Physics, I,II
Required for Electrical Engineering only:
231, Circuits and Electronics
232, Digital Electronics & Computer Hardware
Engineering

4-6 units
Engineering Specialty Course

Additional coursework in chemistry, physics, mathematics, geology or computer science, depending on the engineering specialty (e.g., prospective chemical engineers would take organic and physical chemistry; prospective electrical or computer engineers would take substantially more computer science courses and electromagnetic theory—PHYS 351 and 352; prospective mining engineers would take more geology, etc.) Students should maintain a close working relationship with a faculty advisor on the Engineering Advisory Committee.

*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; Francis Cousens (on leave, spring 1987); Michael Curley; Robert Garratt, Chair; Tim Hansen; Florence R. Sandler; Rosemary VanArsdel (on leave, fall 1986); Esther Wagner

Associate Professor: LeRoy Annis; Ralph Corkrum

Assistant Professor: Denise Despres; Peter Greenfield; Beth Kalikoff; Hans Ostrom (on leave, spring 1987)

Instructor: Julie Neff; Mary Turnbull

About the Department

The Department of English offers courses leading to a Bachelor of Arts degree, with concentrations in literature, creative writing, and professional writing. The program in English emphasizes 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 writing, 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, and fiction
      1. 202, 402 fiction
      2. 203, 403 poetry
   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, or 203.

**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, 222
   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, 402, 403; and
   B. 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 Seminar in Writing  The course offers extensive and intensive practice in writing and revising expository prose. Although the texts and topics of the seminars vary, all of the seminars involve critical thinking and concentrated work on the process of developing persuasive essays. Each seminar is limited to 17 students and involves frequent student-teacher conferences. Satisfies 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. Intensive Writing  The University offers intensive writing courses in departments other than English. Like English 201, the intensive writing courses offer practice in writing at the intermediate level. Texts and types of writing assigned are linked to a specific area of study. Offered in association with the Center for Writing Across the Curriculum. One course currently available: HIST 350, Intensive Writing: American Studies.

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

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

309 **Feature Writing**  Reporting and writing of public affairs, personality interviews, interpretive stories and critical reviews of film and local art events.

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.

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 metaphorical
power of Shakespeare's poetry, the rhythms established within character and plot, the patterns of imagery, the symbolic actions that reinforce theme and story line, the practical considerations of stagecraft, and the emergence of dominant ideas.

352 Shakespeare Continuation of 351.

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 may 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 circuitous 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 unity 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 only as part of the ILACA London Program.

370 Twentieth Century Literature Twentieth Century Literature is approached as an expression of cultural values; cross cultural perspective is achieved through study of the literature of two or more cultures. Intended for non-major. Satisfies Comparative Values core requirement.

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

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

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.

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.
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.

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.

460 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 managing the Crosscurrents organization as a whole. Mandatory pass/fail grading.

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.

Foreign Languages and Literature

Professor: Esperanza Gurza; Jacqueline Martin
Associate Professor: Michel Rocchi, Chair (on leave, spring 1987)
Assistant Professor: Dan Clouse; Kent Hooper; David F. Tinsley
Instructor: Eric Tschuy; 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 sponsor a semester study-abroad program in Salamanca, Spain, Dijon, France, or for a year in Tokyo, Japan. 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 100, 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 Option: 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 371 or BPA 372. 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; Hispanic World: P&G 350 and (351 or 328); Russia: 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 certicates.

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, or Spanish—two units
- Minor in Japanese—consult the department concerning transfer work in Japanese to be applied toward the major or minor
- 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 Languages and Literature Department.

Course Offerings

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

Foreign Language: (Taught in English)

265/465 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.

300 Introduction to Literary Studies Elements of style through various methods of literary analysis. Examination of major European genres and movements. Satisfies the Fine Arts core requirement.

305/505 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.

Chinese

101/102 Elementary Chinese Classroom and laboratory practice to develop basic aural, oral, reading and writing skills. 101 and 102 are sequential courses; 101 offered fall term only.

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. 101 and 102 are sequential courses; 101 offered fall term only.

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.
### Foreign Languages and Literature

**201/202 Intermediate French**  Review of grammar, oral and written composition, readings of contemporary authors. 201 and 202 are sequential courses; 201 offered fall term only.

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

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

**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. 101 and 102 are sequential courses; 101 offered fall term only.

**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. 201 and 202 are sequential courses; 201 offered fall term only.

**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.

75
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.

380* The Age of Goethe Readings and discussion of major works of the classical period of German literature.

410 20th Century German Literature Examinations of individual visions of and reactions to the general context of cultural crises in 20th century Germany.

450* Medieval Literature Study of selected works reflecting the intellectual, political, philosophical and artistic changes from the high Middle Ages to Baroque. Satisfies Comparative Values core requirement.

480* Seminar in German Literature Synthesis of various aspects of literary studies. Since content changes, this course may be repeated for credit.

Greek

101 Introduction to Ancient Greek I 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. 101 and 102 are sequential courses; 101 offered fall term only.

102 Introduction to Ancient Greek II 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.

Japanese

101/102 Elementary Japanese Classroom and laboratory practice to develop basic aural, oral, reading and writing skills. 101 and 102 are sequential courses; 101 offered fall term only.

201/202 Intermediate Japanese Classroom and laboratory practice to develop intermediate aural, oral, reading and writing skills. 201 and 202 are sequential courses; 201 offered fall term only.

260 Advanced Japanese Classroom and laboratory practice to develop advanced level aural, oral, reading and writing skills and consolidation of grammatical forms previously studied. Prerequisite: JAPN 202.

Latin

101/102 Elementary Latin Development of basic reading and writing skills. 101 and 102 are sequential courses; 101 offered fall term only.
Spanish

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

101/102  Elementary Spanish  Classroom and laboratory practice to develop basic aural, oral, reading and writing skills. 101 and 102 are sequential courses; 101 offered fall term only.

103  Intensive Spanish for Speaking  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.

104  Intensive Spanish for Reading  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.

201/202  Intermediate Spanish  Review of grammar, oral and written composition, readings of contemporary authors. 201 and 202 are sequential courses; 201 offered fall term only.

240  Contemporary Cultural Perspectives  Readings, writing and discussions based upon the civilization and culture of the Hispanic world.

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.

Salamanca, Spain 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 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.

385 Four Twentieth Century Spanish Dramatists  Study of plays by four major Spanish playwrights of the twentieth century: Lorca, Buero Vallejo, Mihura, and Gala. All work, both oral and written, in Spanish. Taught only as part of the ILACA Salamanca program.

Geology

Professor: J. Stewart Lowther, Chair (on leave, spring 1987)
Associate Professor: Albert A. Eggers
Assistant Professor: Barry Goldstein

About the Department
The Geology Department has modern, well-equipped facilities designed to support a program which integrates classroom, laboratory and field studies and also takes advantage of the local and regional geologic setting. Among special interests of the geology faculty are volcanic rocks and tectonics of the Northwest (Cascades and Columbia River Plateau), computer applications in geology, sedimentary processes (Puget Sound), and glacial and Pleistocene geology (Puget Lowland), Colorado Rockies (upper Midwest).

Other areas of faculty concern are Paleobotany, Environmental geology, and the application of the scanning electron microscope to geology. Geology majors and faculty have ongoing research projects in the Northwest and western North America.

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

Equipment available for instruction and research includes petrographic and binocular microscopes, microcomputers, survey instruments, spectrometer, gravity meter, magnetic susceptibility meter, magnetic separator and thin section machinery. Additional equipment is shared with other departments, including an X-ray diffractometer and spectrometer (Chemistry) and a scanning electron microscope (Biology). 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. Puget Sound geology graduates are currently employed in industry, governmental agencies and educational institutions, both in the United States and abroad.

Requirements for the Major
Geology is the application of biology, chemistry, mathematics and physics to the study of the earth. 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 in the sciences and or/ mathematics beyond the introductory level are recommended.
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 Puget Sound.

Course Offerings

101A Physical Geology  Survey of physical processes acting on and within the earth. Includes laboratory. Satisfies 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. Satisfies 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. Satisfies a Natural World core requirement.

104 Mountains, Minerals and Man  This course examines the range of natural environments of North America and the geologic, climatic, and biogeographic basis for this diversity. Focusing on the eleven major physiographic divisions of the United States and Canada, we will look at the relationship between these fundamental factors, the unequal distribution of natural resources, and the geography and history of human response to them. Lecture and lab; field trip required. Prerequisite: GEOL 101 or permission of instructor. Satisfies 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.

371 Geophysics I: Gravity and Magnetism  Deals with the shape of the earth; gravity; isostasy; earth's magnetism, aurora, radiation belts; gravity and magnetic prospecting. Prerequisites: two semesters each of calculus, general physics, and geology.

372 Geophysics II: Deformation and Seismology  Deals with stress and strain; fundamentals of tension; elasticity, viscosity; earthquake waves; seismic prospecting; flow of fluids; creep of glaciers; slow deformation in the earth's crust and mantle. Prerequisites: two semesters each of calculus, general physics, and geology.
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.

History

Professor: Suzanne W. Barnett; Wolfred Bauer; Walter Lowrie; David F. Smith; Theodore Taranovski

John B. Magee Professor (Honors): Mott T. Greene

Associate Professor: Terry Cooney, Chair

Assistant Professor: William Breitenbach; Jama Lazerow

About the Department

The University offers a strong program in the Department of History in the belief that 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 shaped both past and 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 department's goal is to ensure that students—majors and non-majors alike—will continue to have the opportunity to study with faculty of excellent quality.

The faculty offers a broad curriculum, and at the same time, exposes 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 the Department of 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 sophistication, 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 students of differing talents and abilities. Most students with no college work in history first take a 100 or 200 level course; juniors and seniors in other departments, however, often take their first history course at the 300 level without encountering any difficulties. Students interested in particular courses are encouraged to consult members of the Department of History 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 concep-
tions. 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:
   (a) five units in one of the following areas of concentration:
       European History, American History, or Asian History
   (b) three units in one or both other areas of concentration
   (c) HIST 392 (normally taken during the junior year)
   (d) HIST 391 or Honors Program Thesis in History

2) At least six of the ten departmental units required for a major must be taken at the 300 and 400 levels (this would include 391 and 392); and at least three of these six units must be taken in the field of concentration

3) Completion of one course from the following
   Humanities 100, 101, 106, 305
   Asian Studies 144, 150
   Honors 201

4) A GPA of 2.0 is required for the major; only courses in which a student has received a grade of C- or better may count toward the major

5) Any deviation from these requirements must be approved by the Department of 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 concentration: American History, European History, or Asian History;

2) At least two of the five units besides HIST 391 or 392 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 Department of History faculty meeting as a whole and must be in writing.

**Course Offerings**

**101 Roots of the Western Experience**  Modern Western men and women cannot hope to understand themselves without the perspective of their five thousand years of civilized experience. Roots analyzes many facets of human endeavor from antiquity to the seventeenth century, primarily from the perspective of an examination of relationships between economic factors and the essential nature of the social, political, and ideological systems of each society studied. Students 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 of 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.

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. 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. 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. 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. Satisfies the Historical Perspective core requirement.

238 Change in British Society: 18th and 19th Centuries  Using change as the main theme, the course will investigate how Britain was transformed from a largely agrarian, aristocratic society into the urbanized, industrial mass society of the early 1900s. Rather than a chronological narrative of ministers and wars, the course will attempt to illustrate how economic changes and industrialization affected both the social structure and ideas and how these, in turn, influenced political life.

239 Social and Political History of Spain  A study of the socio-political history of Spain, from the XVth Century to our days. The course will begin with an overview of the geographical conditionings of the peninsula, the heritage of the Reconquest, and the Spain of the Catholic Monarchs. Taught only as part of the ILACA Salamanca, Spain 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 1987-88. 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; given 1986-87. Satisfies the Historical Perspective core requirement.

255  American Intellectual History to 1865  This course examines the works of some of the more important American intellectuals who lived and wrote in the years before the Civil War. The approach will be biographical and the aim will be to relate 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.

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  Emphasizing the reactions of first Europeans and then Americans to wilderness, nature, and the West, the course makes use of travelers' accounts, literary essays, fiction, natural history, paintings, and secondary works from history and American Studies to examine changing attitudes from discovery of the New World to the present. Columbus, Jefferson, J.F. Cooper, Thoreau, the cowboy, John Muir, and Aldo Leopold are among those discussed. Offered alternate years. Satisfies the Humanistic 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. Satisfies the Historical Perspective core requirement.

275  America and the World: From the Puritans to Ronald Reagan  This course surveys the political, economic, social and cultural context of American foreign policy from settlement to the present. What has been America's "mission" in the world? What is American "isolationism"? How much fundamental disagreement has characterized the debates over American foreign policy? These questions and others will be explored in discussions of such topics as English Colonization of the New World, the Monroe Doctrine, Indian "removal," Manifest Destiny, the Spanish-American War, the Cold War, the Vietnam War, and the "New Cold War." 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. Next given 1987-88.
History

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.

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 peasants' world, and their value systems, responding to forces within and external to peasant society during the past seven hundred years, finally succumbed before the significantly different structures and value systems represented by the term "modernization." Satisfies the Comparative Values core requirement.

311 The History of Science in Western Civilization, Part I: Antiquity through the Seventeenth Century This course follows the development of natural history and natural science from their beginnings in the civilizations of the Ancient Near East and Egypt, through the rise and spread of Greek science in the Hellenistic and Roman worlds. The course then examines the decline of science in the later Roman Empire, and its rebirth in the West some 500 years later in the civilization of the High Middle Ages. From this point the course proceeds to a study of natural history and natural science in the later Middle Ages and the Renaissance, culminating in the Scientific Revolution of the 17th century—the Origin of Modern Science. Special attention will be paid to the relationship between science and its cultural context for each of the major civilizations and periods considered.

312 The History of Science in Western Civilization, Part 2: Modern Science (1600-1915) This course follows the development of natural history and natural science from the rise of the mechanical world view, the triumph of Newtonian physics, and the spread of science into general intellectual culture in the 18th century. Thereafter we study the emergence of modern chemistry, and of geology and biology in the 19th century, with special attention to the powerful new metaphor of evolution. We then examine the decline of the mechanical world view and the corresponding rise of a new physics of fields of force, thermodynamics and relativity from the middle of the last century through the beginnings of the 20th, with attention to the increasing influence of natural science in Western Civilization throughout this period.
315  The Rise of European Fascism  History of fascism as a popular, mass movement which heralded itself as the 20th century alternative to liberalism, socialism, and communism. The course explores the varieties of fascism in, among others, Germany, Italy, Spain, France, Hungary, and Rumania. It focuses on the intellectual origins and political programs of the fascist parties and on the social groups which supported them. It concludes by analyzing the various theories explaining the fascist phenomenon.

317  European Intellectual History, Nineteenth and Twentieth Centuries  This course explores the origins of the modern world-view, and the search for the ultimate meaning of human life. We study the rise of philosophies—conservatism, liberalism, materialism, positivism, evolutionism, nihilism—which are the everyday currency of modern thought. The failure of European thinkers to find some common foundation for action—in reason, in revelation, in history, or even in Nature—has led to a profound pessimism about the survival of civilization itself, which continues to the present. Among the authors considered in 1986-87 are Schopenhauer, Feuerbach, Marx, Turgenev, Nietzsche, Ibsen, Darwin, Spengler, Ortega, Freud, and Hesse.

323  History of Russia to 1861  Political and socio-economic evolution of Russia since the 9th century; equal emphasis on medieval and modern periods; in examining the evolution of Russian historical experience, the course underlines the breaks as well as continuities between past and present. Offered alternate years; next given 1986-87.

324  History of Russia and the Soviet Union since 1861  Russian Imperial state and society; revolutionary movements; causes of 1905 and 1917 revolutions; Soviet Union and the modernization of Russia. Offered alternate years; next given 1986-87.


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. Also see ENGL 330.

332  Britain in the 19th Century: Industry and Empire  The political, social, economic, and intellectual forces that worked to shape Britain in the 19th century.

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

346  China Since 1800: Reform and Revolution  The emergence of contemporary China through the overlapping processes of reform and revolution in the 19th and 20th centuries. How a traditional society remakes itself from within. Considerations: Western intrusion, popular protest, cultural adjustment, economic modernization, national integration, elitism to egalitarianism.

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, Yanan, and the tension between ideology and practice in the socialist modernization process. Offered alternate years; next given 1987-88. 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? Satisfies the Comparative Values core requirement.
350 Intensive Writing: American Studies  The purpose of this course is to improve the writing skills of post-freshmen students by giving them the opportunity to practice the types of written assignments normally set in humanistic disciplines: interpretive essays, book reviews, narrative accounts, reading journals, research papers, essay examinations, and so forth. The subject of the course will be the Transcendentalist community of Concord, Massachusetts, which included such residents as Emerson, Thoreau, Alcott, and Hawthorne. Readings will be drawn from literature, religion, philosophy, art, and history. Previous work in history is not required, and the course may not be counted toward a major or minor in history. Students and advisors should note that this is an intensive writing course for the humanities, not a remedial writing course. Prerequisite: ENGL 101

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.

352 The Early National Period, 1789-1837  This course will explore the transformation of the United States from confederation to nation. Among the topics considered: politics and the party system, slavery, women and the family, westward expansion, transportation, corporations and the economy, the professions, literature, religious revivals, and benevolent reform. Offered alternate years.

356 Industrialism and Reform: From Populism to the New Deal  After a limited examination of the structures, institutions, and values of the emerging American industrial society of the early twentieth century, this course will concentrate on a study of reform movements, their goals, and their impact in the period from the 1890s to the 1930s. Readings will address a combination of economic, political, social and intellectual concerns and will include both primary and secondary sources.

357 The United States since Pearl Harbor: Anxious and Affluent Society  Addressing the seemingly paradoxical combinations 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 policies of recent administrations. Offered alternate years.

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.

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.

367 Civil War and Reconstruction  Arguably the most revolutionary period in the nation's history, the Civil War era raised (and attempted to answer) fundamental questions about the meaning of America. This course covers United States history from the 1830s to the 1880s, focusing on the causes of the Civil War, the war years and the era of Reconstruction. Emphasis: the political, economic and social developments that led to war and the changes that occurred as a result of it. Military events considered but not stressed.

86
368 Five Crises This course examines five critical events in seventeenth- and eighteenth-century New England history: the Antinomian controversy, Salem witch trials, Great Awakening, American Revolution, and Shays’s Rebellion. By focusing on New Englanders at moments of sharp conflict, students will be able to investigate the role of values as determinants of human behavior. Offered alternate years. 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. Satisfies a Society core requirement.

371 The Industrial Revolution in America This course, covering the period from the American Revolution to the early twentieth century, examines the complex process of wrenching change called the Industrial Revolution. The focus is on the human dimension of this transformation rather than on the purely technological. Topics include changes in the nature and organization of work, class formation and class conflict, urbanization, law, religion, politics, and the special role played by women, slaves and immigrants. In keeping with the spirit of the course, most of the readings will emphasize the coming of industrialization in local communities.

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.

373 History of the American Working Class Is there an American working class? In search of an answer, this course examines the many faces of the American worker from the Revolution to the present: the native craftsmen, the “mill girl,” the plantation slave, the Irish miner, the Italian laborer, the department store saleswoman, et al. Themes: changes in work, life in the working class community, labor protest. Materials: workers’ letters and speeches, oral histories, recent scholarship, films.

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. Satisfies 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. 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.

392 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
John B. Magee Professor of Science and Values: Mott T. Greene

Committee: D. Cannon, Philosophy; M. Curley, English; R. Garratt, English; L. Grunberg, Comparative Sociology; D. Lupher, Classics; A. Rex, Physics; D. Smith, History

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

The curriculum of the program has been designed to realize the principal objectives of the University’s academic program: 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. All junior Honors students join in an intensive seminar addressing fundamental questions of values raised in contemporary society. 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. After successfully completing the prescribed coursework and writing 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 completion of one upper-division Honors elective course from a list appearing annually in the class schedule;
3) Completion of Honors 400;
4) Writing and publicly presenting 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.

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 An introduction to some of the classic works in social and political thought organized around two themes: (a) the individual and his or her relation to society; and (b) the bases of social order and social change. The works selected will span the period from the Renaissance to the twentieth century. Honors 203 may be taken as the equivalent of CSOC 300, Social Theory, by students who major or minor in Comparative Sociology. 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

Coordinator: Walter Lowrie, History
Advisory Committee: Terry Cooney, History; Ronald Fields, Art; Robert Garratt, English; David Smith, History

About the Program
"The Humanities" as a general term denotes those areas of study involving the legacy of men and women as thinking beings able to express significant ideas in words and images. In varying ways, courses in history, literature, philosophy, religion, art history, and music history explore the lives and works of individuals whose creative efforts make others understand what it means to be human, whatever one's culture or tradition. The Humanities Program does not duplicate courses offered in these departments. Rather, the program offers unique courses that provide an interdisciplinary approach—an approach that will introduce students to the inter-relatedness of knowledge and to the importance of one discipline for another in exploring the achievements of the human spirit. These courses are available to all students, regardless of major.

Course Offerings

100 The Individual in the Classical and Medieval Traditions Each civilization defines its distinctiveness in part within 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 The Arts, Ideas, and Society: Western Tradition Survey of intellectual developments in Western civilization from the Renaissance through the eighteenth century. Focuses on the integration of science and humanities in history. Considers how mankind creates certain models of the universe and examines the effects of this process on social and intellectual life. Satisfies Historical Perspective core requirement.
Humanities

106 Classics of East Asia  Literary classics informing 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.

305 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 examines the relationship of the values developed in literature and the arts to those expressed through social, political, and economic ideas, emphasizing such major figures as Burke, Paine, Madison, Marx, Wordsworth, Darwin, Freud, Eliot, Yeats, Kafka, Picasso, Lenin, and Sartre. The course considers not only the values implicit in the major texts but also the adequacy of concepts which scholars have developed to explain them. Satisfies the Comparative Values core requirement.

Arts, Literature, and Religion
The interdisciplinary Humanities program sponsors colloquia designed 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. Colloquia meet on an irregular basis, usually monthly. Students and faculty from all disciplines are welcomed. For further information, see Professors Robert Albertson (Religion) and Florence Sandler (English).

Law

School of Law

Dean: James E. Bond

The University of Puget Sound 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 Puget Sound 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 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

91 Basic Math  no credit  This course is designed to strengthen a student's knowledge of basic arithmetic. Topics include fractions, decimals, per cent, metric measurement, and introduction to algebra. Instruction is individualized to meet student needs. Mandatory Pass/Fail grading.
93 Introductory Algebra  no credit  This course reviews the first year of basic algebra. This course will be beneficial to students who have had little recent exposure to algebra or who have had little math in high school. Instruction is individualized to meet student needs. Mandatory Pass/Fail grading.

100 Accelerated Reading  .25 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 total score of 53 or above. Mandatory Pass/Fail grading.

101 Vocabulary Enrichment  .25 unit  This course stresses morphemic analysis of words into roots and affixes, the use of context clues, and specialized vocabularies. By learning Anglo-Saxon, Greek, and Latin morphemes, students will be able to understand new words encountered in reading and also to write and speak with greater clarity and precision.

102 Reading  .25 unit  This course will teach students how to read science, humanities, and social science textbooks with greater efficiency and understanding. Students will learn how to plan their reading time, distinguish important points from supporting details, use an effective marking system, recognize organizational patterns commonly found in specific disciplines, write marginal and chapter summaries, and review textbook materials for tests. Mandatory Pass/Fail grading.

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. Mandatory Pass/Fail grading.

Mathematics and Computer Science

Professor: Thomas A. Davis; Jerrill Kerrick; John T. Lantz; R. Bruce Lind, Chair (on leave, spring 1987); Ronald L. Van Enkevort

Associate Professor: John Blakeslee; Robert Matthews; John Riegsecker (on leave, 1986-87); David Scott (on leave, 1986-87); Carol Smith

Assistant Professor: Robert A. Beezer; Robert Scott Fowler; Bryan A. Smith

Instructor: Elizabeth Chen; Corrine Epps; Rosemary Hirschfelder; Charles Hommel; Matthew Pickard; Michael Reed; Darlene Ruble

About the Department
The disciplines of mathematics and computer science are increasingly important in today's world. Each graduate of the University will be affected 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 30 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, governments, and schools, but also in our homes, and recreations. 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, 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 computers including a PDP 11/24 minicomputer, 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.

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 mathematics 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, 461, or 481;
2) Mathematics—Required: 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 in Mathematics and Computer Science.

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 100, 101;
4) MATH 257, 258, 271;
5) One unit from C&TA 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 255, 361, 362, 382, 455, 461, 481, MATH 310;
3) Maintain a cumulative grade-point average of 2.0 in the five units.

**Course Offerings/Mathematics**

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

101 Intermediate Algebra .5 unit Fundamental principles of algebra; emphasis on manipulative skills.

111 College Algebra and Trigonometry Algebraic, trigonometric, exponential and logarithmic functions. **Prerequisite:** MATH 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. **Prerequisite:** MATH 111 or equivalent. 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 statistical methods, multiple linear regression, time series analysis and experimental design. **Prerequisites:** MATH 271 or equivalent and CSCI 155 or equivalent.
295 **Problem Seminar** no credit Problems that cut across the boundaries of the standard courses are discussed and general strategies for mathematical problem solving are developed. Students are encouraged to participate in a national mathematics competition. May be repeated. *Prerequisite: Permission of instructor.*

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, 301.*

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

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

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 science using the Pascal programming language. 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  The study of the fundamental algorithms and data structures of computer science. Proofs of correctness, analysis of algorithms, design of well structured programs and advanced topics in Pascal. 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, hashing and abstract data types. 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 organization and structure; data representation; digital logic fundamentals and assembly language using Macro-11 on the department's PDP-11/24 computer. Prerequisite: CSCI 261.

382 Operating Systems  Operating systems fundamentals. Topics include: direct terminal and disk I/O; interrupt handling; file systems, memory management; multiprogramming and concurrent programming. Students will work in the department's LSI lab. 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 man-
agreement 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 Office, Pacific Lutheran University, Tacoma, WA 98444, (206) 535-8740/8741.

Music

Professor: Lawrence Ebert; Thomas Goleeke; Edward Hansen; Robert Musser; J. Bruce Rodgers; Edward Seferian (on leave, spring, 1987); James Sorensen, Director (on leave, fall 1986)

Associate Professor: Geoffrey Block; Ilona Herlinger; Paul W. Schultz

Assistant Professor: Patti J. Krueger

Northwest Artist in Residence: Cordelia Wikarski-Miedel

Affiliate Artist Faculty: Robert Bonnevie; Richard Breitstein; Charles Butler; Roberta Downey; Stephen Fissel; Dileep Gangoli; Scott Goff; Morgan Griffin; Ron Johnson; Rhonda Marsh; Carol Mukhalian; Douglas Rice; Richard Werner; Marianne Weltmann; Joan Winden

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 general University students suitable to their back
ground and interest are provided to fulfill certain general University core requirements and to serve as electives.

The Bachelor of Music, which is the initial professional degree in 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. Within the Bachelor of Arts program, the student can construct a program which will provide a background for the pursuit of advanced study in music theory, music history and musicology, composition and music librarianship. Students who wish to emphasize one of these areas in their studies should consult their advisor early in the sophomore year.

An audition is required of all incoming students who wish to major in music or who wish to be considered for scholarships. A student need not be a music major to be awarded a music scholarship. Audition dates and times should be arranged through the Music 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 require an audition, while others do not. 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 and Church Music Majors 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, $40
One-half unit, $80
One unit, $160

Lessons which fall on official University holidays cannot be made up. There are no make-up lessons for absences, unless absence is due to illness. *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, or the University of Puget Sound-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). Students in Music Education must formally apply for admission to a Teaching Certificate Program while taking Music 320. Criteria for admission into a program and requirements for continuation in the program are listed under School of Education requirements.

8) All transfer students are required to take placement examinations in Music Theory and Music History prior to registration; Music Education transfer students are required to complete Music 320 or an equivalent one semester in-school teaching experience prior to registering for music student teaching.

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;
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, 350, 351, 352, 422 (Senior Recital);
7) Two and one-half units Music electives/performing groups.

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 (1.00 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 (1.00 unit) and 361-462 (one unit), 168, 368, 422 (Junior-Senior Recital);
6) Three units Music electives/performing groups.

**Bachelor of Music in Music Education (Comprehensive)**
Students eligible for the comprehensive degree (demonstrated experience in both vocal and instrumental music) must complete an application process during the first semester of the sophomore year. If accepted, a program will be designed to fulfill the instrumental, choral, and general degree requirements.

**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 (piano and voice) to include MUS 111-411;
8) One unit Music electives/performing group.

**Bachelor of Music in Music Education (Instrumental 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, 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 (strings, winds, or percussion) 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 one-half 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.
Music

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
121, Music Theory for the Non-Major
201/203, Second Year Theory
202/204, Second Year Theory
301, Analysis of Form and Texture of Music
401, Counterpoint
402, Orchestration
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
274, The Age of Haydn, Mozart, and Beethoven
275, Romanticism in Music
430, Twentieth Century Music

Church Music
317, Church Music and Hymnology
323, The Teaching of Choral Music
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
350, Vocal Repertoire
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, 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, University of Puget Sound-Tacoma Civic Chorus
184/384, 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 and the Arts in 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
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
111-142, Applied Music
161-462, Applied Music

Courses Especially Suitable for Non-Majors

All Performing Groups
Applied Music, including classes
MUS 100, 220, 221, 230, 231, 274, and 275 (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 is on the development of a technique for listening to music. Music 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 deals 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. 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. Mandatory Pass/Fail grading.

111/112, 211/212, 311/312, 411/412 **Applied Music** .25 unit each For Applied Music students other than Performance and Church Music Majors. One half-hour lesson per week is required. The choice of materials is left to the discretion of the Instructors in each applied music department. In the jury examination given at the end of the term, students are required to perform excerpts from the material studied. Registration for lessons is through the Music Office prior to University registration. 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.

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. Prerequisite: Permission of Instructor.

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 covers the various scales of tonal music as well as intervals, triads, phrase structure, harmonic progression and the technique of harmonization. Not offered in 1986-87.

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 and Church Music degrees 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. Audition not required. Permission of Instructor. This course may be repeated for credit. Not offered 1986-87.

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 **Wind Ensemble** .5 activity unit Prepares and performs music of many styles. Makes public appearances throughout the year and tours annually in the western United States. Audition required. May be repeated for credit.

172/372 **Adelphian Concert Choir** .5 activity unit An *a cappella* choir which prepares and performs a varied repertoire. Makes public appearances throughout the year and tours annually in the western United States. Audition required. May be repeated for credit.

174/374 **University Symphony Orchestra** .5 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  University of Puget Sound-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.

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

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 1986-87.

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. A review and refinement of skills 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 is 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 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 offers a comprehensive review of the technical and musical skills acquired during the preceding semesters. More advanced repertoire is chosen from classical as well as popular piano literature, in solo and ensemble combinations. Stylistic differences are discussed as a basis for appropriate interpretation. Analysis of music and methods of memorization is included. More intricate rhythmic structures, more ambitious tempi, longer and more substantial compositions from standard and popular literature 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 1986-87.

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 fall term only; next offered 1987-88.

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 1986-87.

225 Three Great Periods of British Music  An introduction to the study of the music of the Tudor and Restoration Periods and the years known as the English Renaissance to the present day. The course will deal with the place of music in English history and the influence of our society upon the output of its composers. Offered as part of the ILACA London Program.

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 introduces the student to phonetic symbols and how to use these symbols in the study of foreign languages. In addition to drill, the student transcribes written and spoken words and phrases as well as entire poems in symbols. The course also studies and applies the basic rules of English diction for singers. Offered alternate fall terms; next offered 1986-87.

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 studies rules of pronunciation with necessary drills, and transcription of song texts into phonetic symbols. Offered alternate spring terms; next offered 1986-87.

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 studies rules of pronunciation with necessary drills, and transcription of song texts into phonetic symbols. Offered alternate fall terms; next offered 1987-88.

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 studies rules of pronunciation with necessary drill, and transcription of song texts into phonetic symbols. Offered alternate spring terms; next offered 1987-88.

241-247 Instrumental Techniques  .25 unit each  Fundamental class instruction in all of the orchestral instruments and fretted instruments as an introductory preparation for teach-
ing these areas in the schools or for knowledge of these instruments in business. The classes function basically as playing laboratories.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time Offered</th>
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<tbody>
<tr>
<td>241</td>
<td>Fretted instruments</td>
<td>Fall term only</td>
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<tr>
<td>242</td>
<td>Brass instruments</td>
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<td>243</td>
<td>Percussion Instruments</td>
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<tr>
<td>244</td>
<td>Saxophone/Double Reeds</td>
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<td>245</td>
<td>Flute/Clarinet</td>
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<td>246</td>
<td>Violin/Viola</td>
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<td>247</td>
<td>'Cello/Bass</td>
<td>Spring term only</td>
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**274 The Age of Haydn, Mozart, and Beethoven**  
An introductory survey of music of the classic period (1750-1825). The historical and stylistic development of this era will be explored through the life and works of the three classic period masters, Haydn, Mozart, and Beethoven. Satisfies the Fine Arts core requirement. Offered alternative Fall terms. Next offered Fall 1986.

**275 Romanticism in Music**  
An introductory survey of music in the romantic era (1815-1900) from the late works of Beethoven and Schubert to Strauss and Mahler at the turn of the 20th century. Historical and stylistic developments will be explored through a study of the major genres and composers of the era. Satisfies the Fine Arts core requirement. Offered alternative Fall terms. Next offered Fall 1987.

**290 Elements of Conducting**  
.5 unit  
Baton technique and score reading are practiced. Musical expression through conducting is analyzed. 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 religious movements. Survey of hymnals and concordances. Offered alternate spring terms; offered 1986-87.

**319 Opera Workshop**  
The preparation and performance of an opera or operas. Spring term only. Audition required. May be repeated for credit.

**320 Introduction to Teaching**  
An overview of music education in the United States. The development of an understanding of the philosophical, aesthetic and historical foundations of music education, and introduction to theories of learning and motivation, the acquisition of musical meaning, and to teaching as a career. Teaching and observing within various public school music education programs is included throughout the term. Fall term only.

**321 Music and the Arts in Elementary Education**  
Exploration of the aesthetic education of children with special reference to relevance in the elementary classroom. Included are philosophy, concepts, methods, materials, and creative activities in dramatics, dance, music, visual arts, and children’s literature. Emphasis is upon the development of a philosophy of aesthetic education, arts appreciation, and their integration into elementary classroom teaching.

**322 General Music in the Elementary, Middle and Junior High School**  
A study and practice of contemporary trends and techniques in teaching music. Included are the Orff-Schulwerk, Kodaly, and Dalcroze Eurhythmics methodologies; developing educational aims 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. Includes classroom practicum teaching. 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  Leadership of 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.

325  Music Methods for the Elementary School  .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 includes the use of melodic and percussion instruments. Prerequisite: Art 373.

341  Seminar in Music Business  The study of principles and procedures providing a background for work in the music industry. Each phase of the music industry is explored. Opportunities are provided for self-evaluation to assist students in selecting an area of concentration. Spring term only. Prerequisite: Permission of instructor.

350  Voice Repertoire  .5 unit  A study of the tradition, style, poetry, and music of the art-song from Elizabethan England, through the German Lied, French melodies, to 20th Century America. Also included is the art-song heritage of Scandinavia, Russia, and Spanish-speaking countries. Offered alternate spring terms; next offered 1986-87.

351  Vocal Pedagogy I  .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 1987-88.

352  Vocal Pedagogy II  .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 1987-88.

353  Piano Pedagogy and Literature  .5 unit  Basic concepts of piano techniques and musicianship, and their demonstration in the teaching studio. Selection of teaching materials from method courses for beginning students to repertoire for advanced pianists. Emphasis on creating teaching situations, student demonstration. Survey of well known piano literature for interpretive guidelines and pedagogical application. Offered alternate fall terms; next offered 1987-88.

354  Performance Practice and Literature for the Organ I  .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 1986-87.

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 1987-88.

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.
Music

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 offered in 1987-88. 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 1986-87. Prerequisite: MUS 202/204 or permission of the instructor.

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 1987-88.

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 is 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: Keith Berry, Chemistry; H. James Clifford, Physics; Stewart 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 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: Math 111, 121 or equivalent;
3) Two units Physics;
4) Four units Biology, Geology, Environmental Science, Forensic 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 Puget Sound;
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 of 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, Director, Physical Therapy; Juli Evans; Margo B. Holm, Director, Occupational Therapy (on leave, fall 1986); Steven J. Morelan

Assistant Professor: Ronald Stone

Professional Assistants: Ann Ekes, George Tomlin

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 develop-
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mental 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) receives two grades of C- or lower in the same semester; d) must repeat more than two of the required courses; or e) violates the standards of ethical practice observed by the academic and
clinical educational program in Occupational Therapy or violates University policies regarding academic dishonesty.

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 (1 unit): PSYC 373 or equivalent;
   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 305, 310, 302, 336, 338, 443, 444, 460 and 461.

Pre-therapy and/or occupational therapy courses completed elsewhere will not automati-
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cally 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

305  Functional Anatomy of the Limbs and Trunk  See PT 305. Prerequisites: Admission to OT program or instructor permission.

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.

310  Neuroscience  2 units  An intensive study of the human nervous system including structure, function, development, plasticity, and neurokinesiologic analysis of human motion. Prerequisites: BIOL 221/222, OT 305.

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 305, 302, 336.

443  Developmental Function/Dysfunction  This course examines normal and abnormal development of individuals from birth to death with an emphasis on age-appropriate functional performance. Evaluation and treatment procedures are emphasized for children and adolescents with dysfunctional performance. Wellness and prevention of a dysfunctional aging process are emphasized for the adult. Prerequisites: PSYC 373, OT 310, 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 310, 338.

461  Applied Clinical Treatment  Clinical management, clinical research, and consultation. Responsibility for evaluation and treatment of clients in the Puget Sound teaching clinic. Prerequisites: OT 443, 460.

465  Function and Dysfunction of Aging  This course prepares the student to function competently in gerontic practice. Attitudes toward aging are identified and assessed. Theories of aging are reviewed. The cumulative effects of the normal aging process and age-related disorders on functional performance are studied. Typical residential and treatment environments for the elderly are examined and the health practitioner's role is delineated. Health care delivery mechanisms and relevant legislation are studied and the role of the advocate presented. Prerequisites: OT 460 or OT 644.

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.

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 expand 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 or the aging process. A treatment plan is developed from the results of evaluation.

The Physical Therapy Program is a postbaccalaureate graduate program leading to a Master of Physical Therapy degree (MPT). 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 judgments and decisions necessary in treating the patient. The program is designed to train an entry-level physical therapist. Within the framework of a single job, even a recent graduate may be called upon to perform such varied responsibilities as clinician, administrator, supervisor, teacher, program planner, consultant or researcher.

Physical therapists are self-employed or employed in a variety of settings including hospitals (general or specialized), nursing homes, schools for the handicapped, public schools, private 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.

The Physical Therapy Program at Puget Sound is accredited by the American Physical Therapy Association.

Requirements for the Major
Degree requirements are established by the faculty. Program proposals are reviewed and approved by the Director of Graduate Study and the Curriculum Committee.

1) An undergraduate degree must be cleared and posted to the academic record by the end of the third semester in the Physical Therapy Program.

2) Complete all courses required for physical therapy, including required supporting courses given in other departments, with a grade of C or better (PT 305, 310, 610, 620, 625, 631, 635, 636, 640, 645, 650, 655, 660, 670, 699, 1 unit of Deviant Psychology, 1 unit of Principles of Management).
3) PT 699, Graduate Clinical Internship, requires the student to complete 14 weeks of full-time clinical internship under supervision of licensed physical therapists in clinical facilities that hold an Extended Campus Agreement with the Physical Therapy Program.

4) The faculty strongly recommends that Physical Therapy students take a course in interpersonal communication or small group process (CTA 200 or 202) and a course in ethics.

Upon successful completion of the academic program and clinical internship, a Master of Physical Therapy degree is granted. The graduate is eligible to take the state licensure examination for physical therapists.

Application Procedures for Admission and Degree Candidacy

Application for admission as a degree candidate in the Physical Therapy Program must be made by February 1 for attendance in fall term. Applicants will be informed of selection decisions during April.

Thirty students are admitted each fall. Many more applications are received for each class than spaces available. While it not our intent to deny anyone the privilege of applying, we urge serious consideration of the competitive nature of the selection process. Admissions decisions will be made first on applications from students at Puget Sound. Puget Sound students will be considered in order, based on their continuous enrollment (completed UPS units). Puget Sound students will have to meet at least the minimum standards to be eligible for consideration and admissions decisions will be made before considering transfer applications. If there are remaining spaces after evaluating Puget Sound students, transfer students who meet the standards for acceptance will be considered up to the limits of the program.

Specific instructions for application will be available between November 1 and February 1 and must be requested from the University Office of Admission. Instructions for application are subject to change from year to year. All application materials must be postmarked prior to February 1. All applicants must submit current material, even if previous applications have been filed.

Applicants will be expected to send the following to the Office of Admission.

Students applying to Puget Sound for the first time:

1. Must submit an application for Admission with Advanced Standing to the University (application fee: $20) and official transcripts from all colleges attended.

2. As international students, must:
   a. Satisfy visa application requirements by showing adequate resources to cover anticipated period of study. Complete an international Student Financial Statement available from the Office of Admission.
   b. If English is a second language, submit scores of 550 or higher from the Test of English as a Foreign Language (TOEFL).

All students must:

1. Secure physical therapy application materials from the Office of Admission and submit:
   a. The candidacy application for graduate degree.
   b. An essay which addresses all of the questions listed in the application materials in as concise and specific terms as possible.
   c. Three recommendations on forms provided by the Office of Admission.

2. Arrange to take a writing assessment administered by the Physical Therapy Department.

The Physical Therapy Program Admission Committee bases its decisions on the applicant’s qualifications taken as a whole and 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.
Admission and degree candidacy decisions will be based on information related to the following:

1. Completion of all prerequisites:
   a. Bachelor’s degree from an accredited university, or, for the 3-3 program, have senior standing and specific plans for baccalaureate degree completion by the end of the third semester of the MPT program.
   b. Chemistry 120/121 (General Chemistry) or equivalent.
   c. Physics 111/112 (General College Physics) or equivalent
   d. Biology 221/222 (Human Anatomy and Physiology) or equivalent
2. A minimum cumulative GPA of 3.0 and prerequisite science courses GPA of 2.8.
3. Exposure to the practice of physical therapy, including depth and breadth (for example, a job or volunteer position in a physical therapy clinic).
4. Essay, worksheet, writing assessment and letters of recommendation are reviewed for
   a. Career goals and the care with which they have been considered.
   b. Communication skills (written and oral).
   c. Personal characteristics (i.e. independence in learning, curiosity, problem-solving ability, logical thinking, flexibility, and ability to follow directions).
   d. Knowledge about the physical therapy profession.
   e. Quality and care of preparation of essay, worksheet, and writing assessment.

Continuation toward a degree in Physical Therapy

1. Academic Standing: Once degree candidacy has been granted, a student is expected to complete all degree requirements within six (6) years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

2. Maintain a cumulative grade point average of 3.0 on a 4.0 scale.
   a. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0 or who receives a grade of C+ or lower in a course. No more than two courses with C or C+ grades, or a maximum of two units of C or C+ grades, may be counted toward a degree, subject to School approval. Grades of C-, D+ , D, D-, and F are not used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 or receiving a grade of C+ or lower may be removed from candidacy or be placed on probation. A student will not be approved for clinical internship while on academic probation.
   b. A student will be unable to continue in the program if the student
      1. receives a C-, D+, D, D-, F, or WF for the second time in required courses;
      2. must repeat more than two of the required courses;
      3. violates the standards of ethical practice observed by the academic and clinical educational programs in physical therapy.
   c. When candidacy is removed for any reason, the student may not register for additional work without the prior approval of the Academic Standards Committee. Approval must be by petition.

3. In addition, each student must:
   a. Maintain professional liability insurance.
   b. Provide own transportation to clinical facilities for clinical experience.
   c. Pay a fee for PT 699, Clinical Internship.
   d. Maintain health insurance and immunization during all clinical experiences.
Course Offerings

305  Functional Anatomy of the Limbs and Trunk  Human motion is studied from the perspectives of the anatomy of the musculoskeletal system including the peripheral nervous system and peripheral vascular system, biomechanics of human motion, and kinesiologic analysis of selected movements.  Prerequisite: Admission to PT Program.

310  Neuroscience  2 units  See OT 310.  Prerequisite: PT 305.

610  Cytokinesis .5 unit  Study of the structure and function of cells, the histology and development of tissues, and cellular dysfunction. The student will gain an understanding of the cell and the four primary tissues of the body and their relevance to the science of physical therapy.  Prerequisite: Admission to PT Program.

620  Infants and Children .5 unit  A study of physical therapy in pediatrics with emphasis on normal movement of infants and children from the fetal period to thirteen years of age. Normal children will be assessed and movement disorders will be studied.  Prerequisite: Admission to PT Program.

625  Introduction to Research  Development of inquiry skills, emphasis on problem definition, research design, methodology, and data analysis. Community clinical experience included for research problem identification.

631  Neurodevelopmental Approaches to Treatment  A study of assessment and treatment of patients who have neurological disorders. Emphasis is placed on the foremost accepted theoretical models of treatment, though newer models are also explored. Normal development of movement is reviewed/studied in relationship to its application to the various treatment techniques.  Prerequisites: PT 620; PT 310 or concurrent enrollment.

635  Physical Therapy Theory and Practice  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.  Prerequisites: PT 305, 310, 636.

636  Health, Disease and Trauma  See OT 336.  Prerequisite: Admission to PT Program.

640  Musculoskeletal Evaluation  Problem solving approaches to the selection and performance of physical therapy musculoskeletal evaluation procedures and concepts of management. Emphasis will be placed on the ability to identify problems and their etiology based on evaluation results and to recommend pathology specific treatment.  Prerequisite: PT 310.

645  Physiology, Biophysics, and Application of Physical Agents  The physiological and biophysical effects of physical agents used in physical therapy and principles of electrodiagnosis. Intensive laboratory experience for development of skill in application of physical agents and basic electrodiagnostic testing. A problem-solving approach to selection and performance of physical therapy intervention procedures based on lecture, reading, and analysis of current literature. Clinical experience in the community.  Prerequisites: PT 305, 310, 336.

650  Therapeutic Exercise  Problem-solving approach to the selection and performance of therapeutic exercise procedures based on lecture, reading and analysis of current literature. Emphasis will be placed on identification and analysis of musculoskeletal and cardiovascular problems and appropriate therapeutic exercise intervention.  Prerequisites: PT 305, 310, 635, 636, 640.

655  Aging: A Challenge .5 unit  This course will address health care for the elderly. The emphasis of the course will be on the physical aspects of aging. The goal will be to learn how therapists can optimize the quality of life for the elderly.  Prerequisites: PT 631, 635, 640.
Occupational Therapy and Physical Therapy

660 Analysis and Synthesis of Physical Therapy  The analysis and synthesis of physical therapy concepts, skills, and values utilizing clinical experiences in the University of Puget Sound teaching clinic, seminars, and written projects. Prerequisites: PT 631, 635, 636, 640, 645, 650, 655.

670 Special Topics in Physical Therapy  .5 unit  A lecture-seminar course covering the role of the physical therapist in special areas such as burn management, prosthetics and orthotics, OB-GYN, oncology and hospice care, sexuality and the handicapped person, and behavioral control. Prerequisites: PT 620, 645, 650.

697 Master's Research Project  Supervised research in physical therapy culminating in an article to be submitted for publication.

699 Graduate Clinical Internship  no credit  Fourteen-week clinical internship with guided and independent experiences to provide physical therapy services to the public; case studies; presentations; and consultation with other health care providers. 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 of Philosophy 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.

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 introduction to the wisdom of Asian 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 100 and 110 are different approaches to introductory material. Only one course from this sequence may be counted toward the degree.

Students majoring in philosophy should satisfy University core curriculum requirements primarily with courses from other departments.

Requirements for the Major

1) A course in logic (PHIL 172 or 273).

2) The survey courses in the history of philosophy (PHIL 215 and 219).

3) One course on a major philosopher (PHIL 366 or 388).

4) The course in Contemporary Moral Philosophy (PHIL 483).
5) Four additional courses in philosophy (for these purposes, Honors 400 counts as a course in philosophy), at least two of which must be upper-level courses that do not satisfy the Comparative Values core requirement.

6) Competence in a foreign language must be demonstrated by completing one of the following courses at the University of Puget Sound or an equivalent course elsewhere: Greek 102, Latin 102, French 201, German 201, or Spanish 201.

7) One advanced course from another department, whose content has philosophical significance, must be completed. Courses that treat recognizable philosophical subjects from the perspective of another discipline include C&TA 445, CSOC 300, CSOC 353, CSOC 460, ENGL 414, FREN 380, FREN 410, HIST 311, HIST 312, HIST 315, HIST 317, HIST 377, HUM 305, MATH 210, MATH 433, P&G 313, P&G 340, P&G 341, P&G 342, P&G 440, PSYC 361, REL 331, REL 361, REL 362, and REL 481. Courses that treat the history or methodology of their disciplines include ECON 321, HIST 392, PHYS 301, and PSYC 492.

Notes:
1) Introductory courses, numbered between 100 and 110, do not count toward the major.
2) Not more than two courses may be used simultaneously to satisfy core curriculum and philosophy department major requirements.
3) Prospective majors are urged to take logic (PHIL 172 or 273) and the historical survey courses (PHIL 215 and 219) before taking upper-level courses in philosophy.

Requirements for the Minor
Five courses are required: Logic (PHIL 172 or 273); Ancient Philosophy (PHIL 215); Modern Philosophy (PHIL 219); Contemporary Moral Philosophy (PHIL 483); and one additional upper-level course in philosophy that does not satisfy the Comparative Values core requirement.

Course Offerings

104 Introduction to Philosophy: An Intercultural Approach 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, Kant, Kierkegaard, James, Tolstoy, and Sartre. Eastern thinkers or writings: Upanishads, the Bhagavad Gita, Shankara, the Buddha, Nagarjuna, The Surangama Sutra, the Tao Te Ching, Zen writings, Confucius, Chang-tzu, 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. Socrates, Plato, Descartes, Locke, Hume, and Mill. 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 A survey of the origins of philosophy in Ancient Greece, beginning with the pre-Socratics and covering Socrates, Plato, and Aristotle. The course includes historically influential writings on the natural world, the possibilities of knowledge, types of explanation, political institutions, and human excellence. 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.

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, consequence, and proof; the logic of truth-functions, quantifiers, and identity; the theory of formal systems; Gödel's results on the incompleteness of arithmetic and the unprovability of consistency. Prerequisite: MATH 122 or PHIL 172 or permission of instructor. Satisfies the Quantification core requirement.

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. Not offered 1986-87.

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 Locke, Mill, Frege, Russell, Wittgenstein, Quine, and Kripke. Prerequisites: Two courses in philosophy. Offered alternate years; next taught in 1987-88.

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. Not offered in 1986-87.

343 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 1987-88.

366 Kant A careful reading of Kant's Critique of Pure Reason. The course will evaluate transcendental idealism, the view that science is possible only if the objects of science are constituted by the minds that know them. Of equal importance will be Kant's treatment of the general conditions that make thought possible and his response to philosophers in the tradition of Descartes' way of ideas. Prerequisites: PHIL 219 and one other course in philosophy. Offered alternate years; next taught in 1987-88.

381 History of Ethics This course examines the ethical writings of Aristotle, Hume, Kant, and Mill. The aim is to learn from these authors what moral theory is and whether moral theory is a unified field of inquiry. The main focus will be the relations among happiness, virtue, moral obligation, and human nature. Prerequisite: One course in philosophy.
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.

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; to be taught in 1986-87.

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; to be taught in 1986-87.

483 Contemporary Moral Philosophy  A study of contrasting moral theories. Among the questions considered will be whether morality has a rational basis and whether there are any moral rules that hold without exception. The course will concentrate on contemporary writers. Prerequisite: One course in philosophy.

Physical Education

Director of Physical Education, Intercollegiate Athletics and Recreation: Richard Ulrich

Associate Professor: L. Dawn Bowman; Donald A. Duncan; Joseph Peyton, Jr; Paul J. Walz; Roberta A. Wilson, Chair; Donald C. Zech

Teaching Specialists: Michael J. Durnin; Ross A. Hjelseth; Sally A. Leyse; Gordon Pfeifer; James (Zeke) Schuld t

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 preventive medicine. Thus, the role of exercise and research in physiological-psychological stress takes on a major importance in the coming decades. Physical 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 casual and avid exercisers 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 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 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 Puget Sound Physical Education Department provides a Bachelor of Arts and a Bachelor of Science major, both of which include a theoretical as well as a 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 BA 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) Sports Medicine in areas of (a) corporate fitness, and (b) athletic training preparation. The number of majors in the athletic training field is limited. The selection process for new applicants occurs each spring. Areas of emphasis in the BS major include: 1) Exercise Sciences, and 2) Pre-Physical Therapy.

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 Bachelor of Arts Degree
1) Maintain a grade-point average of 2.5 in major/minor courses.
2) 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.
3) Skill Proficiency: All majors and minors must complete skill proficiency requirements in skill areas as indicated below:

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<tr>
<th>Dance</th>
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<td>Modern Dance</td>
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<td>Ballroom Dance</td>
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<td>Tap Dance</td>
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Proficiency may be achieved in the following ways: a) earn a grade of B or better at an intermediate level in an activity class; b) pass skill and knowledge test; c) compete on an intercollegiate or extramural team.
4) Completion of the following core courses: PE 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:

a) Teaching: BIOL 221/222; PE 214, 272, 312, 320, 325, and 461. See Education Certification Requirements. 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.

b) Athletic Coaching: PE 201, 325, 437, 461, 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.

c) Leisure Studies: PE 223 or 224 or 226, 316, 385, 386, 400, 497 or 498; BPA 213; CSCI 155; CSOC 351; PSYC 381; and three of the following: ART 102, BPA 358, C&TA 202, C&TA 340, ENGL 209, PSYC 373 or MUS 341. P&G 314 strongly recommended.

d) Sports Medicine—Corporate Fitness: PE 201, 268, 272, 325, 461, 497 or 498; 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.

Requirements for the Bachelor of Science Degree

1) Maintain a grade-point average of 2.5 in major/minor courses.
2) Completion of the following core courses: PE 190, 201, 213, 214, 227 (or 268), 314, 325, 461, 462, 490, and 497.
3) In addition to the core courses, the student should select one or more of the following fields of emphasis:

1) Exercise Sciences emphasis: CHEM 120/121 or CHEM 125/125, MATH 111, MATH 271, BIOL 221/222, PHYS 111.

2) Pre-Physical Therapy emphasis: CHEM 120/121 (or CHEM 125/126), PHYS 111/112, BIOL 221/222, MATH 271.

Requirements for the Minor

PE 190, 227 plus one of the following fields of emphasis:

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 5.0 units of PE plus education classes outlined in secondary teaching emphasis;

2) Athletic Coaching emphasis: PE 261, 310, 325 437, one course in theory from PE 331, 332, 333, 334, 353 or 363, and 1.0 academic units of electives from the PE Department to total 5.0 units of PE;

3) Leisure Studies emphasis: PE 310, 386, 400, 410, plus 1.5 academic units of electives from the PE Department to total 5.0 units of PE; (PE 400 should be taken for .5 units);

4) Health Education emphasis: PE 195, 201, 268, 375; PSYC 200 or 340; and CSOC 121 or 202 to total 5.5 units.
Course Offerings

Intercollegiate Varsity Sports

(One-half activity credit each)

101 Cross Country (men and women)
102 Football (men)
103A Soccer (men)
103B Soccer (women)
104 Volleyball (women)
105A Basketball (men)
105B Basketball (women)
106 Skiing (men and women)
107 Swimming (men and women)
108 Baseball (men)
109 Softball (women)
110 Crew (men and women)
111 Golf (men & women)
112 Tennis (men and women)
113 Track (men and 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 for credit or pass/fail.

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 Activity
130 Scuba
131 Alpine Hiking and Backpacking
132 Advanced Alpine Hiking and Backpacking
133 Wilderness and Consciousness
137 Beginning Riding
138 Intermediate Riding
140 Archery
141 Beginning Bowling
142 Intermediate Bowling
144 Pickleball
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 Beginning Racquetball
166 Intermediate Racquetball
167 Beginning Badminton
168 Intermediate Badminton
170 Beginning Volleyball
171 Intermediate Volleyball
172 Advanced Competitive Volleyball
174 Beginning Basketball
175 Advanced Basketball
Academic Courses

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
188 Aerobic Fitness Through Dance

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 knowledgeablely evaluate exercise and diet programs and fads. Offered spring term only.

191 **Historical Perspective in Sport and Physical Education** Is there conflict between being “intellectual” and being “physical”? Many people assume this and our culture is scarred by the resulting tension. This course traces sport and physical education from its origins and seeks to resolve the mind-body dichotomy. Offered fall 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. Offered fall term only.

201 **Nutrition and 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. Offered spring term only.

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, 1987-89, 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, 1987-89, 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, 1986-88, 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, baseball, softball, and track & field. Offered alternate years, 1987-89, 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 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. Offered spring term only.

261 Elements of Sport 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. Offered spring term only.

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, 1987-89, 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 spring 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, 1987-89, spring term only.

314 Adapted Physical Education  .5 unit  This course provides the background and gives instruction in design and implementation of physical education, athletic and recreation programs for the spectrum of physical and mental abilities. Offered 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 151, or permission from instructor and passage of Skill Proficiency Tests in 1 Team Sport and 4 Dual/Individual Sports. Offered fall term only.

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.
Physical Education

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, 1986-88, 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, 1986-88, 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, 1986-88, 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 320 is recommended. Offered alternate years, 1986-88, 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, 1987-89, 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 .5 unit 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 and Leisure in Today’s Society The course is designed to give insights into recreation and leisure services, including all levels of government, voluntary agencies, industrial and commercial organizations. Offered alternate years, 1985-87, fall term only.

386 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, 1986-88, 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 .5 unit Planning design and management of athletic, physical education and leisure service facilities. Offered 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 partici-
pant. First-hand experience working in the Puget Sound 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 Puget Sound Sports-medicine 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. Lab required. Prerequisite: BIOL 221, 222. PE 201 and 272 are recommended. Offered fall term only.

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. 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. Offered alternate years, 1987-89, spring term only.

490 Senior Research in Physical Education Theoretical and/or experimental research is performed in one of the following areas: Exercise Physiology, Kinesiology, Biomechanics, Physical Fitness, Nutrition, Motor Development or Motor Learning. Time required is one hour of seminar per week plus research. Students must write and defend a thesis. Prerequisites: PE 461, 462, Math 271, and senior standing.

497/498 Internship .5-1 unit each

Physics

Professor: H. James Clifford, Chair; Frederick Slee

Associate Professor: Alan Thorndike

Assistant Professor: James Evans; Andrew Rex (on leave, fall, 1986);

About the Department
The department addresses the needs of physics majors, pre-engineering students, and other science majors. The department also supports the University’s liberal arts emphasis by providing coursework for students majoring in all areas, in order to broaden their intellectual reach.

The courses offered provide students with a foundation in classical and modern physics. Students planning advanced studies in physics after graduation ordinarily pursue the Bachelor of Science degree. Since physics has applications in many fields, the Bachelor of Arts Program may appeal to students interested in chemistry, engineering, biophysics, astronomy, meteorology, oceanography, geophysics, mathematical physics, education, law, environmental physics, and the history and philosophy of science.

Independent research projects and senior thesis presentations are encouraged of all physics majors.
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, and 301.

Bachelor of Arts

1) PHYS 121/122 (or 111/112), 221/222, 305, 351 and 2 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 (or 111/112); three additional units at least one of which must be at the 300 level or higher. (Ordinarily Physics 103 and 109 will not satisfy these requirements.)

Course Offerings

103 Historical Development of Physical Science An introduction to the history of physics is given with emphasis on the development of ideas in astronomy, mechanics, electricity, magnetism, and light. The emphasis is on how ideas about nature are formed and why they change. A weekly laboratory session provides an opportunity to repeat some classical experiments which altered the course of physics. Satisfies a Natural World core requirement.

109 Astronomy A survey of descriptive and physical astronomy, which are given roughly equal stress. Descriptive astronomy involves time reckoning, calendars, and the motions of the sun, moon and planets. Physical astronomy deals with the composition and origin of the planets and solar system, as well as the evolution of stars and galaxies. Satisfies a Natural World core requirement.

110 Astrophysics This is a continuation of PHYS 109 and focuses primarily on physical astronomy, including the formation of stars, deep-space objects, and cosmology. Prerequisite: PHYS 109.

111/112 General College Physics This two-semester sequence of courses is designed for any interested student regardless of his or her particular major. Primary areas of classical physics, including motion, heat, sound, fluids, electricity, magnetism and optics are covered. 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 to a better understanding of nature. Both courses satisfy a Natural World core requirement.

121 General University Physics Fundamental principles of mechanics, gravity, and wave motion are treated. Prerequisite: MATH 121 (may be taken concurrently). Satisfies a Natural World core requirement.
122 General University Physics  Continuation of Physics 121. Fundamental principles of heat, electricity, magnetism, and optics are treated. Prerequisite: PHYS 121. Satisfies 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 student, this course is intended to teach the fundamental behavior of electronic components and their applications in various circuits. A balance of lecture and laboratory experience is intended to demonstrate the practical method of investigation of electronic devices in this rapidly growing field. Original design of electronic circuits is emphasized. Topics include AC and DC circuit analysis, amplifiers, active and passive filters, operational amplifiers, and digital electronics. Prerequisite: 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 compose a computer system. Also see CSCI 232. Prerequisite: None.

301 The History and Practice of Ancient Astronomy  The course treats the history of Greek astronomy from its beginnings in the 4th century BC down to its culmination in the 2nd century AD. Attention is devoted not only to the emergence of astronomy as a science, but also to the place of practical astronomy in ancient life, including its uses in time-telling and agriculture and its role in literature. The treatment of ancient technical astronomy is thorough enough to permit the student to apply ancient techniques in practical situations, e.g., in the design of sundials and the prediction of planetary positions. The course will be non-mathematical, as far as possible. Concrete models will be used to deepen understanding and to simplify analysis, but some elementary geometry is required. Prerequisites: 1 unit satisfying a natural world core requirement and 1 unit satisfying the historical perspective core requirement, or by permission of the instructor. Satisfies a Natural World core requirement.

305 Analytical Mechanics I  An intermediate course which aims at a thorough understanding of the fundamental principles of mechanics. The precise mathematical formulation of physical problems is emphasized. Though only a knowledge of calculus is assumed, higher mathematics is introduced throughout the course. Principal topics involved are: coordinate transformation and vector calculus, Newton's laws, conservation theorems, the harmonic oscillator, damped and driven oscillations, and the calculus of variations. Prerequisites: PHYS 112 or 122; Math 301 desirable.

306 Analytical Mechanics II  Principal topics treated are: the Lagrangian and Hamiltonian formulations of mechanics, planetary motion, scattering theory, the special theory of relativity, rigid body dynamics (with applications to the motions of the earth), non-inertial reference frames, and coupled harmonic oscillators. Prerequisites: PHYS 305 and MATH 301.

310 Statistical Mechanics and Thermodynamics  Newtonian mechanics combined with methods of probability are developed and used to gain new insights regarding the behavior of systems containing large numbers of particles. The concept of entropy is given new meaning and simplistic beauty. Certain properties of metals and gases are derived from first
principles. The analysis of electromagnetic spectra leads to the initial development of the quantum theory and the statistics obeyed by fundamental particles. This course assumes a knowledge of calculus. Prerequisites: PHYS 305 and MATH 221, or permission of the instructor.

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. Prerequisites: PHYS 351.

411/412 Quantum Mechanics Mathematical development of the quantum theory of matter. Prerequisites: PHYS 306, 352; MATH 301.

491/492 Senior Thesis credit, variable Research may be undertaken under the supervision of a faculty member on a topic agreed upon and described in a proposal to the supervising instructor.

493/494 Special Topics in Theoretical Physics 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.

Politics and Government

Philip M. Phibbs Professor of American Politics: Harmon Zeigler
Professor: Arpad Kadarkay; Philip M. Phibbs
Associate Professor: David Balaam, Chair (on leave, 1986-87)
Assistant Professor: Maria Hsia Chang; Dennis Florig; William Haltom; Donald Share (on leave, spring 1987)

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 postgraduate programs or careers in public service.

In order to enhance efforts toward attaining these objectives, the department will implement a cohesive program of study for its majors and other interested students within the University community. A coherent core program which focuses on the mainstream of political inquiry 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.

Introductory Courses
101, Introduction to U.S. Government and Political Theory
102, Introduction to Comparative Politics and International Relations

Major Area Courses
American
210, Law and Society
211, Political Parties and Electoral Behavior
212, Sophomore Seminar
310, The U.S. Presidency
312, Legislative Process
313, American Constitutional Law
314, Bureaucratic Politics and Public Policy
315, Scope and Methods
316, State and Urban Politics

Comparative
221, Western Europe and Canada
223, Asian Political Systems
320, Soviet Union and Eastern Europe
324, Third World Politics
327, Authoritarian Regimes and Movements
Politics and Government

328, Comparative Political Economy
350, Latin American Politics
351, Southern European Politics
352, Comparative Public Policy

International
131, Model United Nations (activity course)
231, American Foreign Policy
330, Advanced International Relations
332, International Organizations
333, U.S./China Relations
334, U.S. Foreign Economic Policy
335, U.S. National Security

Theory
240 Political Theory
340, Greco-Roman and Medieval Political 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 is 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 majors 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.
212 Sophomore Seminar: Elections This course addresses how the individual voter makes a choice in national, state, and local elections (including elections for personnel and for policy). The course will also be comparative with attention given to the major industrial democracies as well as to less developed nations with reasonably stable election systems. About half of the course will address the problem of individual choice. About half will address the impact of institutional, historical, and economic conditions upon elections, parties, and interest groups. If possible, the students will use the data from the ICPR. Prerequisites: P&G 101 and 102 or permission of the instructor.

221 West European Political Systems An introduction to the comparative politics of advanced industrial democracies of Western Europe. Students will be introduced to (1) the basic workings of the political systems of the major Western European nations, (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. In addition, the course will touch on general themes in the politics of the European Community.

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.

225 Government and Society of Spain This is a two-part course. After a brief examination of the historical origins and doctrinal assumptions of the Franquist Regime and its crisis, this course will offer an analysis of the Spanish Constitution of 1978 and the present system of government. In its second part, the course will offer a study of the political and social structures of contemporary Spain. Taught only as a part of the ILACA Salamanca, Spain program.

227 The Modern Mexican State The focus of the course is to understand the nature of the post-revolutionary Mexican state. Beginning with the period called "Portfiriato" (1860-1910) and continuing to the present, emphasis will be placed on the dynamics and changes taking place in the Mexican state and its relationship to the wider society, specifically its role in the development of the Mexican economy and how this development in turn has affected the Mexican state.

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.
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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 policymaking by administrative agencies responsible to the “public interest”? Prerequisites: P&G 101 and 102 or permission of the instructor.

315 **Scope and Methods** This course is an introduction to the methodology of research in political science. Attention is given to the following theoretical issues: clarifying the problem to be addressed (understanding the difference between independent, intervening, and dependent variables); selecting the most appropriate way of describing events; understanding causal relationships between variables, and learning elementary descriptive statistics. Sources of data will be explored in conjunction with the archives of the Inter University Consortium for Political Research. 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 **Comparative Communism** 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.

326 **British Political Culture** This course studies the nature of values, belief, and attitudes that condition political behavior and shape political identities in Britain. Taught only as part of the ILACA 1986-87 London program.

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 Middle East, 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 com-
parative 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., war, 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.

336 Greco-Roman and Christian Political Thought  An historical and interpretative survey of political thought from Plato, Aristotle, the Stoics, to St. Augustine and Martin Luther. Prerequisites: P&G 101 and 102 or permission of the instructor.

337 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. Satisfies the Comparative Values Core requirement.

338 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.

339 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 representative 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.

340 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 the Comparative Values Core requirement.
346 Renaissance Thought: Fox and Lion This course concentrates on the Florentine Renaissance figures from Machiavelli to Michelangelo, da Vinci, Savanorola, and others. The course investigates the interaction of art, affluence, and politics. Prerequisites: P&G 101 and 102 or permission of the instructor.

347 Politics of Morality and Justice This course will focus on the complex relationship between the exercise of political power and the application of moral judgments. Specific topics include the analysis of utilitarian and more absolutist approaches to moral rules, and competing evaluations of political deception, the conduct of war, and questions of distributive justice. 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 Advanced Seminar in Advanced Comparative Politics: Democracy, Democratic Breakdown and Democratization Students will study the nature of democracy, and the related questions of democratic breakdown and re-emergence. The course will explore the role of individual skills and values in the genesis, maintenance and breakdown of democratic politics. Through readings, discussions, and research projects, students will survey a vast array of historical cases of the emergence, functioning and failure of democratic regimes. Major works of democratic theory will be brought to bear on these cases, and the seminar will search for underlying causal relationships regarding the conditions for democratic rule. 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 coursework 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 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: Senior standing, major or minor status in the Politics and Government department, and the completion of at least 4 units in Politics and Government, including P&G 101, 102.

Psychology

Professor: Barry S. Anton; Ernest S. Graham; Richard B. Hartley; Donald E. Pannen, Chair
Assistant Professor: James Freidrich; Curtis Hileman; Julie Larrieu; Carrie Margolin

About the Department

The goals of the Psychology Department are twofold: 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 core sequence required of all majors is designed to develop skills which will enable the student to proficiently and actively engage in the systematic study of behavior. This sequence of courses emphasizes the development of skills in research methods and experimental design, applied statistics, the written communication of research findings in an acceptable scientific format, and the acquisition of basic knowledge in the fields of sensation and perception, psychological measurement and behavioral analysis. Additionally, all majors are required to participate in a senior-level seminar which provides an opportunity for the bringing together of diverse perspectives in the field within the framework of their historical origins. In addition to the major sequence, courses are offered in specialized areas. These offerings are intended to provide coverage of traditional and contemporary areas within the field of psychology and also to support other major programs which require an in-depth understanding of a specialized area.
Requirements for the Major
1) Core Program: Successful completion of Experimental Analysis of Behavior (PSYC 360), Sensation and Perception (PSYC 351), the two-semester sequence of Experimental Psychology and Applied Statistics (PSYC 251,252), Psychological Measurement (PSYC 410) and Perspectives on Behavior (PSYC 492).
2) Electives: Satisfactory completion of 3 (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) Supporting Field: Successful completion of a minor in another department is required. The choice of a minor should be made in consultation with the student’s advisor.
4) Psychology majors must satisfy University Core requirements outside of the Psychology Department.

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, 310, 340, 351, 360, 361, 381, 410;
4) Two units from PSYC 200, 210, 231, 240, 260, 330, 373, 460, 470, 492, or 495;
5) All courses must be taken for a grade. Each minor program proposed 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 stressed.

200 Human Sexuality Beginning with a brief study of the anatomy and physiology of the sexual and reproductive systems, the course progresses to the consideration of our mammalian and cultural heritages, including cross-cultural and sub-cultural variations. Consideration is given to the evolution of attitudes and behaviors across the life-span, including the psychological foundations of the dysfunctions.

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.

231 The Forging of the Psychological Tradition: Historical, Cultural, and Intellectual Dynamics This course will focus on the development of psychology from its origins in philosophy to its establishment as a distinct experimental science. We will evaluate the contributions of philosophers and psychologists in terms of the political, cultural, social, and intellectual tenor of the times. This course will allow you to gain historical sophistication and will help you develop the ability to critically examine past as well as present issues and findings in psychology. Satisfies Historical Perspective core requirement.

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 This course covers experimental design and research methodology, elementary and advanced techniques of data analysis, and basic issues in the philosophy of science. Laboratory and individual research is required. Prerequisite: high school algebra or equivalent. To be taken during the sophomore or junior year. Satisfies the Quantification core requirement.
260 Humanistic Psychology  This course covers the development and implications of the humanistic perspective in psychology. Theories and research pertaining to the development of consciousness, self-awareness, autonomy, values and choice are examined. Interpersonal relationships and psychotherapy are also considered from a humanistic perspective.

310 Introduction to Neuropsychology  This course will examine the major relationships between brain and behavior in both humans and animals. Topics include neuroanatomy, neurophysiology, cerebral dominance, language development, psychological effects of brain damage, emotion, electrical and chemical stimulation of the brain and assessment techniques.

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.

340 Human 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.

351 Sensation and Perception  This course is concerned with fundamental sensory processes, including vision, audition, olfaction, gustation, vestibular and cutaneous. Perception is also viewed as an adaptive mechanism and perceptual learning is addressed. Satisfies 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 Cognitive Psychology  This course is concerned with how humans learn, think, reason, and solve problems. It will address the ways in which we input, encode, transform, store, retrieve, and output information. The course presents major concepts, methods, research findings, and controversies concerning human learning and cognition.

373 Developmental Psychology  This course focuses on the development of individuals from conception through death. Changes in behavior, cognitions, emotions, and attitudes will be examined. Theory and research that explain how changes occur and why, will be covered. Applied areas will also be addressed (child abuse, problems of adolescent crisis, and the aging).

381 Social Psychology  Survey of theory and the experimental research literature pertaining to the prediction of human behavior in social settings; topics covered include research methodology, attitudes and attitude change, person perception, interpersonal attraction, human aggression, altruism, prejudice, conformity, and group behavior; application of findings to current social problems stressed. Satisfies a Society core requirement.

410 Psychological Measurement  This course is an introduction to psychological assessment, and will address test construction, reliability and validity, types of tests, administration, evaluation of results and their implications. Specific tests and issues unique to their use and abuse will be presented. Prerequisite: PSYC 251.

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 com-
pares approaches to the assessment and treatment of psychological disorders. Prerequisite: PSYC 240.

470 Special Topics This course will cover areas of psychology which are of contempo-
rary 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 inter-
ests and expertise of the faculty.

492 Perspectives on Behavior A detailed review, analysis and evaluation of the philo-
sophical, theoretical and experimental contributions of important figures both in the pure and
applied sciences of psychology.

495 Independent Study Independent study credit is available to selected students who
demonstrate legitimate educational needs not met through our regular course offerings.
Petition for admission is required. Requests evaluated on an individual basis.

Religion

Professor: Robert G. Albertson; Delmar N. Langbauer; Richard H. Overman (on leave, spring
1987); John W. Phillips, Chair; Darrell Reeck

Chism Visiting Professor: Marcus Borg

Adjunct Professor: Richard Rosenthal

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 Religion major or Religion minor.

Religion courses are grouped in six areas:
I. Introductory Courses
   101 The Religious Meaning of Being Human
   102 The Life and Teaching of Jesus
   103 Science and Religion
   104 Reaction and Reform: Religious History in India and the West
   105 Religion in the Modern World
   106 The Religious History of the U.S.
II. The Jewish, Christian, and Islamic Traditions
   A. Biblical Literature
      251 The History and Literature of Ancient Israel
      252 The History and Literature of the New Testament
B. Religious Traditions
   261 The Forming of Christian Thought in Antiquity and the Middle Ages
   262 Christian Thought in the Modern Period
   271 Jewish Existence: History, Institutions, and Literature
   362 Christian Thought and the Path Ahead
   FL 395 The Islamic Tradition

III. Asian and African Religious Traditions
   232 Popular and Philosophical Taoism
   233 The Formation of Japanese Religion
   331 Hinduism
   332 Buddhist Tradition in India and China

IV. Ethics and Values
   301 Personal Values
   302 Cultures and Emerging Values
   303 The Organic Vision and the Destiny of Civilization
   304 Comparative Values and World Views
   308 American Values and the Modern World View
   311 Healing: A Planetary Perspective
   361 Religious Ethics in America
   407 Professional and Corporate Ethics

V. Topics in Religious Thought
   A. Departmental Courses
      281 Spirit and Culture
      365 Religion and Literature
      381 Living and Dying
      400 Psychology of Religion
      451 The Language of Faith
      481 Weber, Marx, and Durkheim on Religion
   B. Interdepartmental Courses
      CLSC 201 Religions of the Roman Empire
      CSOC 203 Religion in Society
      ENGL 221 Ancient Near East
      ENGL 452 Literature of English Renaissance and Reformation
      PHIL 482 Philosophy of Religion

VI. Seminar
     390 Religion Seminar for Majors and Minors

Requirements for the Major
The major in religion requires nine courses:
A. One course from Area I (Introductory courses)
B. Two courses from Area II (Jewish, Christian, and Islamic Traditions)
   One from Part A—Biblical Literature
   One from Part B—Religious Traditions
C. One course from Area III (Asian and African Religious Traditions)
D. One course from Area IV (Ethics and Values)
E. One course from Area V (Topics in Religious Thought)
F. One course from Area VI (Departmental Seminar)
G. Two other courses at the 200-400 level.

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.
Honors in the Major
Honors in the major are awarded to the top 10% of the graduating seniors. To qualify for Honors in the Major a student must complete the following:
A. All of the requirements for the major, outlined above
B. Senior Thesis (counts as one of the courses in the major)
C. Foreign language through the 202 level and
D. Work of excellent or superior quality in the major.

Requirements for the Minor
The minor in religion requires five courses:
A. One course from Area I (Introductory courses)
B. One course from Area II (Jewish, Christian and Islamic Traditions)
C. One course from Area III (Asian and African)
D. Two other courses at the 200-400 level.

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. Satisfies Humanistic Perspective core requirement.

104 Reaction and Reform: Religious History in India and the West  A study of parallel religious movements in early Indian history and the ancient Near East. An analysis of the development of the Jewish self-understanding from the early biblical period to A.D. 70 followed by an analysis of the Christian movement during Hellenistic times. "Conservative" and "liberal" Jewish and Christian theological interpretations of the interactions of these two traditions will be considered. The second portion of the course is a similar study of Indian religious history. Special attention is given to the rise of Hinayana and Mahayana Buddhism as alternative responses to Brahmanic Hinduism during the 6th and 5th centuries B.C. 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. Satisfies the Historical Perspective core.

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.
Religion

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 **The Formation of Japanese Religion**  This course is a survey of the development of religious thought and life in Japan from pre-historic times to the beginning of the modern period. It will trace the interaction of primitive folk religion, Shinto, Confucianism, Taoism and Buddhism in the Japanese peoples' long quest for cultural identity and national unity. Alternative models of individual and social identity in Japanese history will be considered, along with their artistic and political expressions. Satisfies the Humanistic Perspective Core requirement.

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 outwardsness; 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 19th and 20th centuries. Sponsor: The Jewish Chautauqua Society. Satisfies the Historical Perspective core requirement.

281 **Spirit and Culture**  Spirit and culture are the two realities within which we humans live. Such is the claim of the religious traditions. Yet the modern world tends to ignore the reality of Spirit. The course begins by treating these topics: the experience of the world of spirit; the nature and consequences of the world of culture; spiritual practices and the transcendence of culture; the mediation of Spirit through symbols and ritual; Spirit and the transformation of culture.
301 **Personal Values** The purpose of this study is to become conscious of the history of the quest for some "master value," a knowledge of the nature of the quest itself, along with development of discernment in various value systems; and the emergence of a learning theory which incorporates commitment as well as discernment. Satisfies 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.

303 **The Organic Vision and the Destiny of Civilization** Is earth destined to suffer a sterile, mechanical future? Or can we hope for a balanced full life, free of nuclear threats, open to the sacred? Through a study of works by William Irwin Thompson and Lewis Mumford we will examine the 'sacred,' the 'secular,' the 'organic vision,' and the 'mechanistic vision,' seeking a path beyond a world preoccupied with destruction. 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.

308 **American Values and the Modern World View** The course explores contemporary American values and their relationship to the modern world-view. Issues include culture, sexuality, the arms race, and death. Contrast is provided by examining earlier world-views and value systems. Given only in 1986-87. Satisfies the Comparative Values core requirement.

311 **Healing: A Planetary Perspective** 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.

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. Satisfies a Society core requirement.

362 **Christian Thought and the Path Ahead** A study of some recent theological "probes," such as Christian faith and Marxism; liberation theory; feminism and theology; 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 junior or senior years and is recommended for all minors. Its goals include helping students develop an in-depth understanding of the special problems and possibilities involved in the academic discipline of religious studies, as well as in the various methodologies employed by scholars in this field. It will encourage students systematically to evaluate for themselves a variety of methods of analysis for the study of religious materials. These materials will include rituals, myths, and symbols as well as concepts of culture, history and values. Advanced research techniques will be discussed and students will be asked to begin integrating future coursework and research projects around a central theme, problem, or method which they feel to be most significant.

400 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.

481 Weber, Marx, and Durkheim 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. Satisfies 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: Ann C. Trail

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

JAPAN

Students interested in Japan study have access to a program offered by the Great Lakes Colleges Association and the Associated Colleges of the Midwest. The program is held at the International Division, Waseda University, Tokyo.

After a brief orientation in Tokyo, participants spend two weeks studying contemporary Japanese life and culture. This seminar serves as the introduction to a one-course-credit class that meets weekly throughout the eight-month program and culminates with special project reports from each student. The seminar involves use of videotapes and interviews with Japanese professionals and requires students to draw heavily upon their own experiences in order to gain an enriched understanding of modern Japan.

Waseda’s International Division offers a wide range of Asian studies courses taught in English. In addition to regularly scheduled offerings, courses will be taught by visiting American faculty members.

Students live with families.

PACIFIC RIM

Given on a three-year cycle and next scheduled for the 1987-88 academic year, the Pacific Rim/Asia Study-Travel Program takes students through a series of eight courses in various Asian locations. The study-travel program includes such countries as the Republic of Korea, Japan, the People’s Republic of China, Thailand, Sri Lanka, India, and Nepal. The program is open to students of all academic interests and majors, though appropriate preparation in Asian Studies is required. A University of Puget Sound faculty member in Asian Studies/ Pacific Rim will direct students’ academic preparation and the year of study abroad. For further information, including the list of prerequisite courses, see the Asian Studies Program.

The students’ 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.

Semester Programs

DIJON

Offered each spring semester in conjunction with the University of Dijon, students have the opportunity to study in France. There are three levels of language 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 emphasizing language and culture study are taught by University of Dijon faculty.

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.

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.
LONDON

Each semester, offered by the Independent Liberal Arts Colleges Abroad (ILACA) consortium (Puget Sound, Gonzaga, Pacific Lutheran, Whitman and Willamette), is a London program 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 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 by the Independent Liberal Arts Colleges Abroad (ILACA) consortium (Puget Sound, Gonzaga, Pacific Lutheran, Whitman and Willamette) in the spring of odd-numbered years, a program is held in Salamanca, Spain. Instruction is in Spanish, and a minimum of two years of college-level Spanish, or equivalent, is required for participation. Curriculum offerings include Spanish language, culture, history, literature, art and architecture, and contemporary problems.

Students live with families and study under the faculty of the University of Salamanca.

Women Studies Program

Coordinator: Ann Neel

About the Program

This multi-disciplinary program is committed to offering an alternative to traditional male-centered approaches to knowledge. The program is based on the recognition of gender as a fundamental category of meaning in society and the acknowledgement of sexism as pervasive in all aspects of culture.

Courses in Women Studies differ in aim, content, and method from other University curricula in that women are moved from a position of marginality to the center of concern, and that they are studied on their own terms, from their own perspectives. Although material on women, their experiences and contributions, should be integrated into all studies which claim to seek the whole truth about human life, the long history of women’s exclusion from academic work argues for courses and programs which take this focus as a primary concern. Women Studies courses are necessary not only to stress the basic significance of gender, to explore the perspectives, experiences, and achievements of women, but also to challenge traditional conceptions of what is “important,” what is seen, and what is validated as “truth.” In much traditional scholarship women are not only largely ignored, but where considered they are often measured or evaluated with reference to masculine norms. For example, conceptions of the “human being” or “human nature” are typically masculine constructs.

Courses in Women Studies are designed to train students to challenge their assumptions and to examine critically the traditional images, ideologies, and “knowledge” about women (and implicitly about men). The interrelationship of knowledge is made clear as materials from the humanities, the social sciences, and the natural sciences are integrated in the study of the range and variety of the human experience of gender; of women’s lives in time and social locations, and of the female contribution to culture and social change.

We examine the implications of female subordination for the personal identity of both women and men, for family roles, economic and political organization, and human creativity. Women Studies courses emphasize the relationship between sexism and race and class domination. We focus on the relations between knowledge, consciousness, and action manifest in the creative efforts people have made to survive and transcend the constrictions of their social worlds. We explore the particular conditions involved in the shaping of feminist consciousness as a way to work toward a better human future.
Women Studies Program

Finally Women Studies courses enable students to analyze their personal expectations and beliefs, to better understand their own relationships with others and the world, and to clarify values and choices for the future.

Requirements for the Minor
Completion of a minimum of five units to include CSOC 212, either HIST 358 or 374, WMST 494, and two other courses in the program.

Course Offerings

CRDV 204: Women and Careers: A Woman’s Work (.5 activity credit)
CSOC 212: Women, Men, and Society
ECON 318: Women in the American Economy
ENGL 235: Women in Literature
HIST 358: American Feminism in the 19th and 20th Centuries
HIST 374: Social History of the American Woman

400 Science and Gender Are there behavioral attributes and abilities which are appropriately identified as masculine and feminine? This course will examine and evaluate attempts by scientists to explain and influence our values regarding sexual dimorphism. Included in such an evaluation is the basic question whether the accepted methodology of science is a valid and useful way to explore gender. Prerequisite: Familiarity with scientific research methodology through coursework in human biological or behavioral sciences or permission of the instructor. Satisfies the Comparative Values core.

494 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.

495/496 Independent Study

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.

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 is an organization on campus which 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. Its purpose is to provide a support group and meeting place for people who share an awareness of such social constrictions, and a desire to celebrate the strengths and human dignity of all women. The Feminist Student Union welcomes any person who wishes to promote its concerns and goals.

For information about Women Studies activities, call (206) 756-3137.
Admission, Housing, Fees, Financial Aid

Admission to the University

Dean, 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 college.
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.

Recommended Preparation for Admission. The Admission Committee recommends that you complete the following pattern of coursework in high school as preparation for the University of Puget Sound. The Committee recognizes that because the University is committed to maintain a national student body, course patterns will vary considerably. Therefore, this pattern of coursework is recommended, but not required: English—four years; Mathematics—three/four years; History/Social Studies—three years; Foreign Language—two years of a single language; Natural/Physical Science—three years; and Fine/Visual/Performing Arts—one year.

Campus Visits. Prospective students are encouraged to visit campus while classes are in session. Throughout the year, an admission counselor is available to answer questions. Tours, conducted by a University student, are available on request Monday through Friday from 9 a.m. to 4 p.m. or on Saturday by special appointment.

Saturday office hours will be regularly observed during the months of March through May for all Saturdays except those before and after Spring Recess. An admission 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 Admission.

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 Admission 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 is available from downtown to the campus.

The Office of Admission is closed during Thanksgiving Holiday (November 27-30, 1986), During Fall Break (October 10), Winter Break (December 19, 1986 through January 19, 1987), and Spring Recess (March 16-20, 1987) only limited services are available because classes will not be in session during these times.

For further information on any aspect of admission, contact: Office of Admission, University of Puget Sound, 1500 North Warner Street, Tacoma, WA 98416-0003, Telephone: 206/756-3211.
Admission to the University

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 1987 should apply no later than March 1, 1987. The Committee on Admission will continue to consider applications received after this date on a space-available basis. The University subscribes to the National Candidates' Reply Date of May 1 and does not require advance payments prior to this date; however, those freshmen planning to reside on campus should forward the 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 14, 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 16. 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 may 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 Admission beginning in September.

All students applying for financial aid must also submit the regular version of the Financial Aid Form after January 1, 1986. Final award decisions will be mailed to students beginning March 15, if their FAF results have been received from the College Scholarship Service by March 1.

Students desiring music, theatre, art, 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 Admission: 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 described in the “Financing Your Education” section of this Bulletin.

How to Apply: To apply for admission, a prospective freshman must submit the following credentials to the Office of Admission. Please note that all application materials become the property of the University unless otherwise indicated in writing when the application is submitted.

1. A formal application for admission. This form is included in the viewbook. It can also be obtained from the Office of Admission. 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 the viewbook 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 Admission.

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 Admission 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, with a minimum cumulative grade point average of 2.0.

Transfer of Credit
The University will accept in transfer all courses which are appropriate to a Puget Sound baccalaureate degree program. Transferability will be determined through a course evaluation in accordance with the policies established by the faculty and administration.

To be transferable a course must be 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. Personal development, remedial, technical or vocational courses are not transferable.
General Policy for Transfer Students

1. One University of Puget Sound unit is equivalent to six quarter credits or four semester credits.
2. The maximum amount of credit transferable from a community college or junior college is 16 units (96 quarter credits or 64 semester credits). The appropriate Associate degree from a community college in Washington state will guarantee its holder 15 units and junior standing at Puget Sound. The AA degree must contain at least 75 transferable quarter credits as defined by the University.
3. The maximum activity credit allowed within a Puget Sound degree program is 1.50 units. Activity credit includes athletics, Model UN, music performance, theatre 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 Advanced Placement, CLEP Subject Examinations, and DANTES/USAFI Examinations.

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 completion of basic military training.
7. All coursework will be evaluated on an individual basis to determine fulfillment of UniversityCore 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. Courses that transfer in fulfillment of core requirements may not be completed through independent study, nor graded on a pass/fail basis.

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:
   - Advanced Placement
   - Accredited Community College
   - Military 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 has 16.00 or more units, that student cannot count credit earned through one of the above freshman-sophomore level educational programs toward the Puget Sound degree.
3. Credit will not be granted for dual enrollment or simultaneous matriculation with two or more institutions.
4. Specific courses not commonly offered in baccalaureate degree programs will be examined. If equivalencies can be established by the appropriate departments, schools, or administrative officers, the courses will be acceptable for transfer.
5. Decisions are petitionable to the Academic Standards Committee for just cause.

Transfer Admission Procedures
Credentials required for admission to the University with advanced standing include the fol-
Admission to the University

lowing. Please note that all application materials become the property of the University unless otherwise indicated in writing when the application is submitted.

1. A formal application for admission as a transfer student with advanced standing. This form may be obtained from the Office of Admission.

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 Admission. 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 Admission 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 Admission 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 Health Form

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 deposit of $100 is required for each new student. This payment should be forwarded with the Reservation Statement upon receipt of the Certificate of Admission by May 1.

This advance tuition deposit is refundable only if the request for refund reaches the Office of Admission before June 1 preceding the fall term in which the student would first have been enrolled in the University.

A Residential Life Application is included with the Certificate of Admission and the Letter of Acceptance. A $100 Residence Life Deposit should be forwarded with the application. 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 Admission before June 1 preceding the fall term in which the student would have enrolled.

Students are responsible for return of the physical health form prior to enrollment. This health form is provided to students preceding the fall term in which that student would have enrolled.

Transfer Students

A Letter of Acceptance and a Reservation Statement is issued to each advanced standing candidate as notification of acceptance.

An advance tuition deposit of $100 is required for each new student. This payment should be forwarded with the Reservation Statement upon receipt of the letter of acceptance.

A Residential Life Application is enclosed with the Letter of Acceptance. A $100 advance Residence Life Deposit and the application should be forwarded to the Office of Admission immediately upon receipt. This advance Residence Life Deposit is refundable only if the request reaches the Office of Admission before June 1 preceding the fall term in which the student would have enrolled.

Students are responsible for return of the physical health form prior to enrollment. This health form is provided to students preceding the fall term in which that student would have enrolled.
Veterans
Honobably discharged members of the armed services must complete requirements listed above and, in addition, place on file with the Office of Admission 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.

International Students
Application and Academic Credentials
The University of Puget Sound welcomes applications from international 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 translated into English and must be sent directly by the institutions previously attended. Hand-carried documents or copies of documents sent by students will cause a delay in the application process. Please note that all application materials become the property of the University unless otherwise indicated in writing when the application is submitted.

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). International 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 Admission. International 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 International Admission Counselor, Office of Admission, University of Puget Sound, Tacoma, WA 98416-0003 USA.

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 Admission by August 1.

Students wishing regular student standing for Summer Session must complete the appropriate application form outlined previously.

Graduate Study Programs
Students wishing to enroll for graduate work in Occupational Therapy, Physical Therapy, or Education must submit the following credentials to the Office of Admission:
1. An Advanced Standing Application for Admission may be obtained from the Office of Admission.
2. Official Transcript indicating a Bachelor’s Degree from an Accredited College or University.
3. Official Transcripts. Official copies of all undergraduate and graduate work completed at accredited colleges or universities must be submitted to the Office of Admission.
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 Admission.

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 98402-4470, (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: Kathleen Witt

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 Puget Sound 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 Puget Sound 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.
Residential Life

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 Residences
Approximately 60 houses are located within the larger confines of the main campus. These are generally older homes, similar to the attractive, traditional dwellings which surround the Student Union Building. 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.

University Residences are available to students by contacting the Residential Life Office.

Off-Campus Housing
Students interested in off-campus accommodations are welcome to visit "Connections," a community service provided by the University and the Associated Student Body, 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 living unit is staffed by undergraduate students who serve as Resident Assistants. Under the supervision of the Residential Life staff, these 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 all residence units are governed by the University Honor 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 Admission, 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 by early August for fall semester. Those students who indicate a desire for participation in fall Formal Rush will be contacted by the Panhellenic Association or the Interfraternity Council during the summer months. Please note that all freshmen who plan to live in University housing must reside in a Residence hall, A-frame, Chalet, or Langlow (Honors) House regardless of whether or not they pledge a fraternity or sorority.

Rates
Room and Board are charged as a unit and all students living in residence halls, Chalets, Langlow House, A-Frames or the Union Avenue Complex must pay board as well as room charges. Room and board rates are subject to change. Residents of University Residences are charged room rate only.

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 the fee schedule which affects that term.

Estimated Expenses

A student considering attending the University of Puget Sound may expect the following yearly expenses:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$7,480</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$3,240</td>
</tr>
<tr>
<td>Student Government Fee</td>
<td>$100</td>
</tr>
</tbody>
</table>

Estimated expenses amount to $10,820 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.
Financing Your Education

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 of two deferred payment plans which are described in detail under Methods of Payment.

Tuition
Tuition rate for full-time students for the 1986-87 academic year is $7,480. Tuition will be charged at registration each term (fall and spring) in accordance with the following schedule:

- Full-time student (3 or 4 units) ............................................. $3,740
- Overload, per unit .............................................................. $ 950
- Part-time students (less than 3 units), per unit ....................... $ 950
- Tuition charges for fractional unit courses will be computed at the per unit rate of . . . $ 950

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. The reduced tuition rate is not available to students who change a graded class to an audit class.

- Full unit lecture, per unit .................................................... $ 475
- Full unit laboratory and participatory classes, per unit ............. $ 950

Term Fees
Student Government Fee (Required of each full-time student, except matriculating graduate students; not refundable) ......................... $ 50

Late validation Fee (For payments received after the last day to validate) .................................................. minimum $ 20

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
- Riding ................................................................................ $ 125
- Scuba Diving .................................................................... $ 62
- Cooperative Education Fee, per placement .......................... $ 80

PE fees are non-refundable after the beginning of the term.

Fieldwork Experience/Internship Fee required of Occupational Therapy/Physical Therapy students at the beginning of the Fieldwork/Internship period:

- Occupational Therapy ........................................................ $ 770
- Physical Therapy ............................................................... $ 770

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 ................................................................. $3,240
(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 the 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 Plans "A" or "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 balance paid in two equal payments on or before the 10th day of October and November in the fall term and the 20th 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 deferred payment fee of 1.5 percent of the balance (11.75% 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 will 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 to
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 Uni-
versity or from a course in the following proportions based upon the period from the begin-
ning date of the University term to the date of the student’s official withdrawal as established
by the Registrar: withdrawal before the first day of the session—100%; before the end of the
second calendar week—90%, 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 Con-
troller 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 resi-
dence hall, the student continues to be responsible for payment of the entire room charge.

Board. Refund of board charges will be made based upon the unused portion of the stu-
dent’s meal plan 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 settle-
ment 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 1985-86 academic
year, 70% of all full-time undergraduate students received some form of financial aid. Finan-
cial 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 Puget Sound students. For a more detailed
description of the University’s Financial Aid and Scholarship Programs, contact the Office of
Admission 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. 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
These funds are provided to the student and do not need to be repaid. Sources include:
- Pell Grants, a federally funded program with eligibility determined by a federal processor.
- Washington State Need Grants (WSNG), a Washington State funded program which is administered by the University of Puget Sound.
- Supplemental Educational Opportunity Grants (SEOG), a federally funded program which the University administers.
- Puget Sound Grant-in-Aid (GIA), which is funded and administered through the University of Puget Sound.

Scholarships
The University of Puget Sound offers a number of need-based endowed and gift scholarships. No special applications are necessary to apply for the majority of these. Prospective students should complete the Financial Aid Form (FAF).

Currently enrolled students should periodically check the Scholarship Bulletin Board outside the Office of Financial Aid and Scholarships for scholarships which require special application procedures.

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 Puget Sound 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
Work-study program awards are a commitment by the University to provide part-time jobs to students to earn the amounts awarded. On-campus positions generally require 10 to 12 hours of work per week. Off-campus positions generally pay higher wages and require the student to work 15 to 19 hours per week. Sources include:
- College Work-Study (CWS), on-campus
- State Work-Study (SWS), off-campus

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 Puget Sound 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.
Financial Aid and Scholarships

Determination of the family contribution involves more than looking at the income of the parents. Age of the parents, assets, number of dependents, number of family members in college and the student’s income and assets are among items also considered. It is important that families do not disqualify themselves prematurely by not applying.

The family contribution is subtracted from the cost of education. The difference is called “financial need”—the amount the student needs in addition to the family’s resources in order to attend Puget Sound.

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 1985-86 academic year, the average financial aid package awarded to students who demonstrated need amounted to $6,500; 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 Puget Sound 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 $2000 per year are awarded to outstanding freshman and transfer students on a selective and competitive basis. These scholarships may be used for tuition only, but 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 Admission during the admission process. Funds are generally limited, so those students admitted by March 1 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 $2500 per academic year.

These enhanced awards will be in place of the normal $2000 Trustee Scholarships.

Talent/Performance Scholarships
Scholarships are available in music, forensics, art, theatre, and men’s and women’s athletics. Some athletic scholarships require that a student demonstrate financial need. 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.
Financial Aid and Scholarships

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 Scholarships
Incoming freshmen with plans to pursue an undergraduate degree in the arts or humanities are encouraged to apply for one of the Catharine Chism Scholarships. Eligible majors are art, English, foreign language, history, music, philosophy, theatre arts, and religion. Applicants must also have a demonstrated interest in the arts and humanities.

These scholarships are $3000 each. Awards are renewable for three additional years, provided the recipient maintains a satisfactory academic record and a continued interest in the arts and humanities. The application deadline 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. 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.

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.

ROTC Scholarships
Air Force Scholarships available through the ROTC Program range in duration from two to three-and-one-half years. These scholarships provide full tuition, laboratory and incidental fees and full reimbursement for curriculum required textbooks.

In addition, scholarship cadets receive a non-taxable $100 subsistence each month during the school year while on scholarship status. This subsistence does not begin until enlistment in the Air Force Reserve and enrollment in the Air Force ROTC College Scholarship Program.

Students majoring in math, physics, engineering or computer science have the best scholarship opportunities.
Financial Aid and Scholarships

For more information, contact the Department of Aerospace Studies, University of Puget Sound, Tacoma, WA 98416, (206) 756-3264.

Army ROTC Scholarships are also awarded to qualified full-time students. For information, contact the Office of Financial Aid and Scholarships, (206) 756-3214.

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 Guaranty Association, or the Puget Sound 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:
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.

Student Consumer Information
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 Admission 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.

All financial aid information, including program eligibility, award amounts, and loan interest rates, is subject to change.
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PhD, Kansas State University, 1975

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LLB, University of Louisville, 1963
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MILR, Cornell University, 1955  
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PhD, University of Oregon, 1974

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MS, Air Force Institute of Technology, 1970
MS, Troy State University, 1984

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BA, College of the Holy Cross, 1971
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MA, Mills College, 1975

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Certificate of Education, University of Manchester, 1972  
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BA, New York State University, 1952  
MA, Columbia University, 1958  
EdD, University of Northern Colorado, 1968

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BA, Cornell College, 1957  
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PhD, Northwestern University, 1986

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BS, PhD, Iowa State University, 1974, 1980
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MA, University of California, Los Angeles, 1965
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JD, University of Virginia Law School, 1977
LLM, New York University School of Law, 1983

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PhD, Emory, 1975

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BME, MM, PhD, University of Wisconsin, 1978, 1982, 1985

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MS, PhD, Purdue University, 1981, 1983

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PhD, Syracuse University, 1975

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Faculty

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JD, University of Michigan, 1969

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MTh, School of Theology, Claremont, 1961
PhD, Claremont Graduate School, 1966

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ThM, ThD, Iliff School of Theology, 1953, 1960

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Faculty

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STB, PhD, Boston University, 1945, 1948
DD, Baker University, 1967

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BA, Oberlin College, 1966
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PhD, Boston University, 1970

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MA, Harvard University, 1981

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JD, Yale Law School, 1972
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MS, Northern Illinois University, 1971
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Richard Robinson, George F. Jewett Professor, School of Business and Public Administration
BA, University of Washington, 1942
MBA, Harvard Graduate School of Business Administration, 1943
PhD, Massachusetts Institute of Technology, 1963

Michel Rocchi, Foreign Languages and Literature
Agregation es lettres, Sorbonne, Paris IV, 1965
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

Darlene Ruble, Mathematics and Computer Science
BA, University of Pacific, 1970
MA, San Jose State University, 1973

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

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

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

Scott Sheffield, Biology
BS, MS, University of Puget Sound, 1972, 1979

Ross Singleton, Economics
BA, University of Wyoming, 1969
PhD, University of Oregon, 1977

David Skover, Law
BA, Princeton University, 1974
JD, Yale University, 1978

Fredrick W. Snee, 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 State University, 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

Anita M. Steele, Law
BA, Radcliffe College, 1948
JD, University of Virginia Law School, 1971
LLM, 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, 1959
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

Desmond Taylor, Library
BA, Emory and Henry College, 1953
MS, University of Illinois, 1960

Robert H. Terpstra, Business and Public Administration
BBA, University of Michigan, Dearborn, 1965
MBA, University of Michigan, Ann Arbor, 1966
DBA, Florida State University, 1972

Alan Thorndike, Physics
BA, Wesleyan University, 1967
PhD, University of Washington, 1978

David F. Tinsley, Foreign Languages and Literature
BA, Colorado College, 1976
MA, University of North Carolina, Chapel Hill, 1979

Eric W. Tschuy, Foreign Languages and Literature
BA, MA, PhD, University of Oregon, 1977, 1978, 1985

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

Richard Ulrich, Director, PE, Athletics, and Recreation
BS, Eastern Illinois University, 1964
MEd, University of Arizona, 1965
PhD, University of Utah, 1973

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. VanArsdel, English
BA, MA, University of Washington, 1947, 1948
PhD, Columbia University, 1961

Ronald L. VanEnkevort, Mathematics and Computer Science
BS, University of Washington, 1962
MS, PhD, Oregon State University, 1966, 1972
Faculty

Michael Veseth, Economics
BA, University of Puget Sound, 1972
MS, PhD, Purdue University, 1974, 1975

Robert E. Vogel, Art
BFA, MA, MFA, University of Iowa, 1960, 1962, 1969

Susan Waaland, Biology
BA, Earlham, 1964
PhD, University of California, Berkeley, 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
BA, Dartmouth College, 1966
JD, Harvard University, 1969

Cass Weller, Philosophy
BA, University of Michigan, 1972
MA, PhD, University of Pittsburgh, 1982, 1983

Cordelia Wikarski-Miedel, Music/Northwest Artist-in-Residence
MM, Academy of Fine Arts, Berlin, 1961

Roberta A. Wilson, Physical Education
BA, 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

Harmon Zeigler, Politics & Government
BA, Emory University, 1957
MA, PhD, University of Illinois, 1958, 1960

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

Wilbur H. Baisinger, Communication and Theatre Arts
BA, University of Puget Sound, 1941
MA, PhD, Northwestern University, 1947, 1958

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F. Carlton Ball, Art
BA, MA, University of Southern California, 1933, 1934

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

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

Craig Glenn Gunter, Politics and Government
BA, University of Illinois, 1943
MS, MS, University of Wisconsin, 1948, 1957
EdD, Washington State University, 1964

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, MA, PhD, University of Chicago, 1931, 1938, 1941

Richard B. Hartley, Psychology
BS, Lewis and Clark College, 1950
MA, PhD, University of Denver, 1952, 1954

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, MBA, Stanford University, 1940, 1947

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

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

Joseph A. Sinclitico, Law
BA, Holy Cross College, 1936
JD, Harvard, 1939

James Rodenberg Slater, Biology
Litt B, Rutgers College, 1913
MA, MPd, Syracuse University, 1917, 1919
DSci, University of Puget Sound, 1954

Richard Dale Smith, Executive Vice-President
BA, University of Puget Sound, 1936
PedD, University of the Pacific, 1961

Theodore M. Sterling, Psychology
BA, Washburn University, 1951
MA, University of Kansas City, 1955
PhD, University of Denver, 1958

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 1986-1987

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<td>September 2</td>
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<td>September 4</td>
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<td>September 9</td>
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<td>Friday</td>
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<td>November 26</td>
<td>Wednesday</td>
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<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 1</td>
<td>Monday</td>
<td>Food Service Opens, 6:45 am</td>
</tr>
<tr>
<td>December 1</td>
<td>Monday</td>
<td>Open Registration for Spring Begins</td>
</tr>
<tr>
<td>December 8</td>
<td>Monday</td>
<td>Transfer Student Open Registration Begins</td>
</tr>
<tr>
<td>December 10</td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Dec 11-12</td>
<td>Thurs-Fri</td>
<td>Reading Period (No Classes)</td>
</tr>
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<td>Mon-Thurs</td>
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</tr>
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<td>December 18</td>
<td>Thursday</td>
<td>Food Service Closes, 6:00 pm</td>
</tr>
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<td>December 18</td>
<td>Thursday</td>
<td>Residence Halls Close, 7:00 pm</td>
</tr>
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<td>December 30</td>
<td>Monday</td>
<td>Final Grades Due, 9 am</td>
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<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tr>
<td>January 14</td>
<td>Wednesday</td>
<td>Registration for Spring Closes, 4:30 pm</td>
</tr>
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<td>January 18</td>
<td>Sunday</td>
<td>Food Service Opens, 3:00 pm</td>
</tr>
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<td>January 19</td>
<td>Monday</td>
<td>Martin Luther King’s Birthday (Holiday)</td>
</tr>
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<td>January 20</td>
<td>Tuesday</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>January 20</td>
<td>Tuesday</td>
<td>Late Registration, until 7 pm</td>
</tr>
<tr>
<td>January 22</td>
<td>Thursday</td>
<td>Add/Drop Begins, 8:30 am</td>
</tr>
<tr>
<td>January 27</td>
<td>Tuesday</td>
<td>Last Day to Add a Class, 4:30 pm</td>
</tr>
<tr>
<td>January 27</td>
<td>Tuesday</td>
<td>Last Day to Exercise P/F Option, 4:30 pm</td>
</tr>
<tr>
<td>January 28</td>
<td>Wednesday</td>
<td>Registration for Audit Courses, 8:30 am</td>
</tr>
<tr>
<td>February 2</td>
<td>Monday</td>
<td>Last Day to Drop Without Record, 4:30 pm</td>
</tr>
<tr>
<td>February 2</td>
<td>Friday</td>
<td>Last Day to Apply For December Graduation</td>
</tr>
<tr>
<td>February 16</td>
<td>Monday</td>
<td>Last Day to Withdraw with an Automatic &quot;W&quot;</td>
</tr>
<tr>
<td>March 13</td>
<td>Friday</td>
<td>Fall Incomplete Work Due to Instructor</td>
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<tr>
<td>March 13</td>
<td>Friday</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>March 13</td>
<td>Friday</td>
<td>Food Service Closes, 6:00 pm</td>
</tr>
<tr>
<td>March 16-20</td>
<td>Mon-Fri</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>March 23</td>
<td>Monday</td>
<td>Food Service Opens, 6:45 pm</td>
</tr>
<tr>
<td>March 23</td>
<td>Monday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>March 25</td>
<td>Wednesday</td>
<td>Mid-Term Grades Due in Registrar’s Office, 12 noon</td>
</tr>
<tr>
<td>March 25</td>
<td>Wednesday</td>
<td>Grades Clearing Fall Incompletes Due in Office of the Registrar, 9 am</td>
</tr>
<tr>
<td>April 6-10</td>
<td>Mon-Fri</td>
<td>Pre-Registration for Fall Term</td>
</tr>
<tr>
<td>April 20</td>
<td>Monday</td>
<td>Early Registration for Summer Begins</td>
</tr>
<tr>
<td>April 27</td>
<td>Monday</td>
<td>Open Registration for Fall Begins</td>
</tr>
<tr>
<td>May 6</td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 7-8</td>
<td>Thurs-Fri</td>
<td>Reading Period (No Classes)</td>
</tr>
<tr>
<td>May 11-14</td>
<td>Mon-Thurs</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 11</td>
<td>Monday</td>
<td>Open Transfer Registration Begins, 8:30 am</td>
</tr>
<tr>
<td>May 14</td>
<td>Thursday</td>
<td>Food Service Closes, 6:00 pm</td>
</tr>
<tr>
<td>May 14</td>
<td>Thursday</td>
<td>Residence Halls Close, 6 pm</td>
</tr>
<tr>
<td>May 16</td>
<td>Saturday</td>
<td>Commencement, 2 pm</td>
</tr>
<tr>
<td>May 22</td>
<td>Friday</td>
<td>Grades Due in Office of the Registrar, 12 noon</td>
</tr>
</tbody>
</table>
**Telephone Directory**

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>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</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>Associated Students</td>
<td>(206)756-3273</td>
</tr>
<tr>
<td>Career Development Center</td>
<td>(206)756-3250</td>
</tr>
<tr>
<td>Catalogs</td>
<td>(206)756-3211</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>(206)756-3306</td>
</tr>
<tr>
<td>Curriculum</td>
<td>(206)756-3207</td>
</tr>
<tr>
<td>Faculty/Instruction</td>
<td>(206)756-3205</td>
</tr>
<tr>
<td>Financial Aid and Scholarships</td>
<td>(206)756-3214</td>
</tr>
<tr>
<td>International 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>
</tr>
<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)756-3491</td>
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<tr>
<td>Summer Session</td>
<td>(206)756-3207</td>
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<td>Transcripts/Evaluations</td>
<td>(206)756-3219</td>
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<tr>
<td>Transcripts/Records</td>
<td>(206)756-3530</td>
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<tr>
<td>Tuition/Fees/Payment of Bills</td>
<td>(206)756-3220</td>
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<td>(206)756-3358</td>
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