University of Puget Sound

Bulletin 1989-90
University of Puget Sound
1989-90 Bulletin

The information contained in this bulletin is current as of March, 1989. Changes may be made at any time. Consult the Office of the Registrar for the most up-to-date information.
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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 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 195 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, established at Puget Sound in 1986, is the nation’s most highly regarded academic honor society. Phi Beta Kappa elects members from liberal arts fields of study only, recognizing those students whose programs indicate breadth, including study of foreign languages and mathematics.

Phi Kappa Phi, established at Puget Sound in 1976, selects highly qualified student members from both liberal arts and professional 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 intercollegiate 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.
University Accreditation and Memberships

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

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

Chemistry by the American Chemical Society
Education by the National Council for Accreditation of Teacher Education
Law by the American Bar Association and the Association of American Law Schools
Music by the National Association of Schools of Music
Occupational Therapy by the Committee on Allied Health Accreditation
Physical Therapy by the American Physical Therapy Association

The University holds an institutional membership in professional organizations such as:

American Association for Affirmative Action
American Association for Higher Education
American Association of Collegiate Registrars and Admission Officers
American College Health Association
American College Personnel Association
American Council of Academic Deans
American Council of Education
American Library Association
Association of American Colleges
Association of Governing Boards
College and University Personnel Association
College Board, The
College Placement Council
Council for the Advancement of Secondary Education
Independent Colleges of Washington
National Academic Advising Association
National Association for Foreign Student Advisors
National Association for Women Deans, Administrators and Counselors
National Association of College Admission Counselors
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Association of Student Personnel Administrators
National Institute of Independent Colleges and Universities
North American Association of Summer Sessions
Pacific Association of Collegiate Registrars and Admission Officers
University Senate of the United Methodist Church
Washington Friends of Higher Education
Washington Higher Education Association
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.

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

These definitions are for University use. Programs regulated by external agencies may have other criteria for academic load. Financial aid programs, in particular, may use other definitions.

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

Part-time A student enrolled for fewer than 3 units of coursework is a part-time student.
Overload  The maximum courseload for an undergraduate student is 4 academic and one-half activity units per semester. Any other academic 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. For details on charges for overload registration, refer to the Schedule of Fees and Charges in this Bulletin.

Registration

Dates for registration for each session are listed in the University calendar. Questions concerning registration, including repeat registration for the same course, should be directed to the Office of the Registrar.

Change of Registration  The student is held responsible for each course in which he or she officially registers. Once registered, a student may add or drop classes only by reporting to the Office of the Registrar and executing an official Change of Registration (add/drop) form. After the last published day to add or enter a course, courses may be dropped but none added.

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

Concurrent Enrollment  A degree-seeking student may not be enrolled at the University of Puget Sound and another post-secondary institution during the same term unless such registration is approved in advance by petition to the Academic Standards Committee.

Independent Study  Students wishing to do independent study in academic areas not covered by existing courses in the curriculum may obtain a “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

Letter Grades
Grade Explanation
A
A-
B+
B
B-
C+
C
C-
D+
D
D-
P (Pass C- or higher)
F (Fail)
W (Withdrawal)
WF (Withdrawal Failing)
AU (Audit)
I (Incomplete)
IP (In Progress)

Grade Points Per Unit
4.00
3.67
3.33
3.00
2.67
2.33
2.00
1.67
1.33
1.00
.67
0 (not computed in GPA)
0 (computed in GPA)
0 (not computed in GPA)
0 (computed in GPA)
0 (not computed in GPA)
0 (not computed in GPA)
0 (not computed in GPA)

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 must 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 010. When this form is completed, parents will receive grade reports automatically until the request is revoked in writing by the student.

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

Academic Standing

The Academic Standards Committee will review the record of each student whose cumulative grade average is below 2.00 at the end of any term. A student whose average is below 2.00 will be put on academic probation for one term. If the average remains below 2.00 for a second term, the student may be dismissed from the University. Freshmen and transfer students may be continued on probation for a third semester.

Academic expulsion may occur in severe situations, usually involving academic dishonesty. Academic expulsion is permanent dismissal from the University. See the Academic Handbook for the full probation/dismissal policy.
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 some University academic regulations when extraordinary conditions indicate such a waiver is in the student's best educational interest and will not compromise standards. Some requirements are not petitionable. For reference, see the Petitions for Exceptions section in the Academic Handbook. Petition forms may be obtained in the Office of the Registrar, Jones 010.

Transfer Verification Form A University of Puget Sound student wishing to take a course at another institution for transfer to Puget Sound should obtain a "Transfer Verification Form" from the University Evaluator in the Office of the Registrar, Jones 009. 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.)

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) 756-3116, 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.

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 011.
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, full-time/ part-time status, 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 98416-0062. Forms requesting the withholding of "Directory Information" are available in the Office of the Registrar, Jones 010.

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.

Smoking Policy

It is the policy of the University of Puget Sound that students, faculty, and staff are entitled to study and work in areas that are free of tobacco smoke. Therefore, smoking is prohibited in all academic and administrative buildings. This includes all offices, classrooms, restrooms, and all common areas of academic and administrative buildings. In the residence halls, smoking is permitted in individual rooms.
Degree Requirements

General

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

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

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

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 (a) to degree requirements published in the Bulletin at the time of graduation or (b) to requirements applicable at the time of matriculation, provided that no more than six years separate matriculation and graduation. Students who choose option (b) should be aware that the status of courses published in the Bulletin at the time of matriculation may be altered.

Courses which were listed as satisfying core and major requirements at the time of matriculation may be altered or removed from the curriculum before a student reaches graduation. In the case of the major, a student must plan alternate courses with his/her advisor. Courses meet core requirements only if the course is officially part of the core program during the term of actual enrollment.

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.
Degree Requirements

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.

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 area of study by the end of the sophomore year through the Office of Academic Advising. A major consists of a minimum of eight units outlined within each department/school or program. 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 must be completed before the degree is awarded.
### University Core Requirements

| Written Communication (one unit) | ENGL 101  
HON 201 and 202 |
|---------------------------------|------------------|
| Oral Communication (one unit)   | C&TA 101, 202, 204  
FL 265, FREN 202, GERM 202, SPAN 202 |
| Quantification (one unit)       | CSCI 161  
HON 204  
MATH 103, 121, 122, 221, 232, 257, 258, 271  
PHIL 172, 273  
PSYC 251, 252 |
| Historical Perspective (one unit) | ASIA 144, 150  
CLSC 211, 212  
CSOC 215  
ENGL 221  
HIST 101, 102, 152, 153, 211, 212, 217, 230, 231, 245, 247, 256, 264, 275  
HON 201  
HUM 101  
PSYC 231  
REL 104, 105, 106, 251, 253, 271 |
| Humanistic Perspective (one unit) | CLSC 292  
CSCD 200, 212  
ENGL 234, 239, 241, 242, 255  
HIST 255, 262  
HON 202  
HUM 100, 106  
PHIL 105, 215, 252  
PSYC 290  
REL 101, 102, 103, 233, 254 |
| Natural World (two units)       | BIOL 102, 103, 104, 111, 112  
CHEM 101, 102, 105, 120, 121, 125, 126  
GEOL 101, 102, 104, 110  
HIST 203  
HUM 100  
PHYS 103, 109, 110, 111, 112, 121, 122, 205, 301  
PSYC 351 |
| Society (two units)             | CSOC 102, 103, 304, 316, 330  
ECON 100, 101, 201  
HIST 370, 374  
HUN 205  
P&G 100, 201, 202, 203, 204  
PSYC 381  
REL 361, 481 |
| Fine Arts (one unit)            | ART 275, 276, 277, 278  
C&TA 275, 373  
ENGL 202, 203, 220, 267  
FL 300, 390  
MUS 100, 220, 221, 230, 231, 273, 274, 275, 276 |
| Comparative Values (one unit)   | CSOC 460, 470  
ENGL 314, 367, 370  
FL 395, FREN 401, GERM 401, SPAN 401  
HIST 309, 333, 348, 368, 375, 377  
HON 400  
HUM 305  
P&G 341, 344  
PHIL 336, 343, 382, 386, 388  
REL 301, 304, 311, 332, 407  
WMST 400 |

*Note: Revisions may alter this list.*
Degree Requirements

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

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

Degrees Offered
Bachelor of Arts with a Major in

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

Bachelor of Science with a Major in

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

Bachelor of Education

Bachelor of Music

Music Education
Performance
Church Music
Elective Studies in Business

Minors Offered

Art
Asian Studies
Biology
Business Administration
Chemistry
Classics
Communication and Theatre Arts
Comparative Sociology
Computer Science
Economics
English
Foreign Language (Chinese, 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 Education, Occupational Therapy, or Physical Therapy should write the Director of Admission, University of Puget Sound, 1500 North Warner, Tacoma, WA 98416. School of Law materials are available from the Office of Admissions, Norton Clapp Law Center, 950 Broadway Plaza, Tacoma, WA 98402.
Academic Support Programs
Academic and Career Advising

Director: Jack Roundy
The advising system at the University of Puget Sound is designed to assist students in the development of educational plans and career goals, and to teach them the skills necessary to pursue those goals. In both academic and career areas, students’ planning is a developmental process to be fostered during the entire period of their involvement with the University. Faculty advisors, with the support of the Office of Academic and Career Advising, work closely with students to help them develop intelligent, responsible self-management.

Freshman Advising Program
The Freshman Advising Program provides guidance from the moment a student enters the University. Specially assigned faculty advisors offer freshmen not only direction in the choice of classes, but also insight into the nature and importance of a university education. Faculty advisors help to plan incoming students’ academic programs on the basis of their backgrounds, abilities, interests, and goals.

Each freshman participates in the selection of his or her advisor. Beginning in April, prospective freshmen indicate their preferences to the advising director, who then assigns them to advisors. In most cases, a freshman’s advisor will also be one of his or her instructors, ensuring the student’s opportunity to seek help at any time. This classroom contact also cultivates the advising/counseling relationship between students and faculty; students, comfortable with an advisor they have come to know as friend and teacher, find it easy to discuss not only which classes to take next term but also which academic programs and career paths to consider.

In some cases, freshmen will choose a Faculty Mentor as their freshman advisor; Mentors are assigned on the basis of academic specialty rather than classroom instruction.

Freshmen meet with their advisors during fall orientation to plan their fall schedules. Students may work with their freshman advisors through the sophomore year or until declaring a major; majors must be declared by the end of the sophomore year.

Transfer Student Advising Program
Transfer Student Coordinator: Janet Maddock
Transfer students are assigned to faculty advisors according to their expressed academic interests. Advisors help transfers assess standing toward the degree in their chosen field of study, and work with them in long-range academic and career planning.

Upperclass Advising Program
Faculty advisor assistance in academic and career planning continues for students throughout their academic careers, and includes regular meetings to discuss academic programs, course scheduling, and the relationship of academic programs to career and/or further educational goals. When students select a major, they should choose a new advisor in their discipline of choice. Only students’ advisors of record may approve registration for classes.

Career Services
Assistant Director: Dianna Kunce
It is the University’s philosophy that academic and career planning are interrelated and continuous processes, and for that reason students should consider career
options as they make their academic plans. "Career," in the University's lexicon, means the full range of a student's life work, including those turns in career path for which a liberal education is such good preparation. In keeping with the University's mission of "Education for a Lifetime," students should develop educational and career plans to embrace the full range of their vocational and avocational goals.

Specifically, the Office of Academic and Career Advising assists students to clarify their values, identify their skills, and assess their interests as they relate to career decisions. Students may make use of a selection of interest inventories to assist them in their self-assessment process (e.g. Strong Campbell Interest Inventory, Self-Directed Search, DOT Interest Inventory). Also available are workshops and individual counseling on job search techniques, resume writing, interviewing skills, internships, and graduate school selection; an extensive career and graduate school resource library; on-campus interviews; Alumni Sharing Knowledge program (consulting and referral service); and listings of available full-time employment opportunities. Students may maintain a placement file with the office. Services are available throughout students' careers, as well as after they have graduated.

Graduate School Preparation
Roughly one-third of Puget Sound students go on to graduate or professional school training after graduation. Recognizing this, both faculty advisors and the Office of Academic and Career Advising offer support and counsel for students planning further education. Academic and Career Advising maintains an extensive resource library on post-baccalaureate study. Also, the Honors Program helps students to decide whether to undertake graduate study and how to select a graduate school; it also assists students in filling out applications, securing letters of recommendation, and establishing candidacy for graduate fellowships.

Cooperative Education and Internship Program
Coordinator: Ron Albertson
The University believes that its students, as part of their regular academic preparation, should be free to experience first-hand the functional operation of a public or private organization related to their academic major. Cooperative education and internship placements give them this opportunity with over 250 agencies in the Puget Sound region.

In the internship program, students from any major may earn one unit of academic credit by: 1) working 140 hours (or 12 hours per week) in their placement, and 2) attending a weekly seminar whose content includes analysis of the relation of liberal study to the world of work, job search techniques, and discussion of the internship placement experience. The program is designed for seniors (though juniors may petition for admission) who must first be recommended by an advisor with whom they have developed learning objectives. In some cases, internship credit will count toward major requirements, provided it is approved in advance by the department.

In the cooperative education program, students from any major alternate semesters of on-campus study with academically related off-campus work experience. 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. One-half unit of academic credit is given for each placement based on the student's job performance and on written analysis of the work experience.
Health Sciences Advising Committee
Chair: Anne Wood
This Committee provides special career counseling, committee interviews, letters of recommendation, 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 218C or with Linda Critchlow, Program Assistant for Health Sciences, in Thompson Hall 116F. A resource center with catalogs and other information is also available in Thompson Hall.

Pre-Law Advising Committee
Coordinator: Franklyn Hruza
Because law schools do not generally prescribe specific pre-law programs, the University of Puget Sound provides pre-law faculty advisors who help students plan programs of study which will be most effective for their individual purposes.

Generally, however, it is recommended that courses be taken which will help develop the set of analytical and logical 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 Advising Committee has been established to provide assistance in planning an educational program for those considering law school. Students are encouraged to make early contact with the Coordinator of the Pre-Law Advising Committee in McIntyre Hall 111J. Resource materials, including catalogs, admission requirements, pre-law handbook, and law school admission test preparation are located in the Office of Academic and Career Advising, Library 225.

The Center for Writing Across the Curriculum
Director: Julie Neff
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.
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.

**Learning Skills Center**

Director: Dorothy Lee
The Learning Skills Center assists students at all academic levels and in varied disciplines to acquire needed learning skills and to enrich their learning potential. Cognizant of the fact that people have different learning styles, the Center offers a wide range of programs. Students can develop more effective reading, math, grammar, vocabulary, and study skills in one-to-one sessions, small groups, or classes taught by the professional Learning Skills staff. Prospective graduate students can also get assistance in preparing for entrance tests. Other needs can be met through self-help learning programs or with specialized content area peer tutoring.

The Learning Skills Center administers the Puget Sound entrance test battery and works closely with advisors, faculty, and students in interpreting test scores and suggesting appropriate courses for skills needs. Collaborating with faculty, the staff presents in-class lectures on textbook reading and study skills pertinent to specific courses and also gives informal presentations to living groups. Students may make appointments for LSC assistance at 109 Howarth Hall or may call 756-3395.

**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 on campus 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 offers access to Apple IIe, Macintosh and IBM-compatible microcomputers, as well as information about microcomputers, applications, and other areas of interest. The Microcomputer Center also provides training, support, and computer discount opportunities for students, faculty, and staff. Additional microcomputing resources are available to students in other facilities and departmental clusters around campus. Spreadsheet, graphics, database management, statistical analysis, courseware, and other software packages are available. Two labs of workstations have recently been added for the sciences. The Apollo workstation lab supports select upper-division (300-400 level) courses in
computer science and student research in mathematics, computer science, and other sciences. The Macintosh II's in the Microcomputer Statistical Laboratory support statistics classes within the mathematics department.

**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 10,500 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 1938 the library was officially designated as a U.S. Federal Depository Library and currently the government documents collection numbers more than 165,000 items. The library is also a Washington State Depository Library. In addition, the library's collections include the Shelmidine Rare Book and Manuscript Collection; the Archives of the Pacific Northwest Conference, United Methodist Church; and the University Archives.

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 LASERCAT (CD-ROM) Directory of holdings. An on-line periodical 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. In addition, several CD-ROM workstations have been introduced featuring such specialized information sources as ERIC, Readers' Guide, Social Sciences Index, Medline, Electronic Encyclopedia, etc.

**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 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 worldwide through a program of loans. The museum is recognized by and registered with the Association of Systematics Collections.

**Kittredge Art Gallery**

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 1989-90 are collages with national artists, the bi-annual Art Faculty exhibit, a competitive Regional Sumi Art show, and national photographers.
Curriculum

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

Art

Professor: Ronald M. Fields, Chair (on leave Spring 1990); Kenneth D. Stevens; Robert E. Vogel
Associate Professor: John McCuistion; Helen Nagy
Assistant Professor: Betty Ragan

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 (300-400 level) 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 McCuistion, Stevens, and Vogel.

BA Degree/Art History Emphasis
1) Completion of ART 101, 102, 275, 276, 277, 495 and four of the following: 278, 320, 321, 322, 323, 324 and 325; 2) Completion of two units in Modern Languages. Art 275, 276 may be waived by petition and permission of advisor(s).
Advisors: Professors Fields and Nagy.

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

Requirements for the Minor

Art Studio Emphasis
Completion of a minimum of six units to include 1) 101, 102, 277; 2) three electives in different studio disciplines.

Art History Emphasis
Completion of the five units listed as required: ART 275, 276, 495, 277 or 278, and two art history units at the 300 level.

Note: Courses more than 10 years old will not be applied to an Art Major or Minor
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 Introduces the basic concepts of three-dimensional design. Both the historical perspective of three-dimensional art and studio work is stressed. Materials and techniques cover ceramics, wood, plaster, plastic, metal, mixed media and tool usage. 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 at 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. May be repeated once for credit with instructor's permission.

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 or the instructor's permission. May be repeated once for credit with instructor's permission.

260 Figure Painting The study and practice of perceiving the human figure singly and within various environmental design constructs using the painting media of pastel, watercolor, acrylic and/or oil. Paintings will be derived from direct observation of the model. Prerequisite: ART 109, 150 or permission of Instructor. May be repeated once only for credit.

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 Master Drawing Techniques and Materials 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.

320 Art and Architecture of Ancient Greece The study of art and architecture of Ancient Greece: Minoan, Mycenaean, Archaic through Hellenistic Greek art and architecture and their function in their respective societies. Emphasis on changing styles and select topics of art historical significance.

321 Art and Architecture of Ancient Rome The study of the visual arts of ancient Italy: Etruria, Rome and the Roman colonies to the end of the Fourth century A.D. Emphasis on the cultural and political significance of architecture and art in early Italy.

322 Byzantine and Islamic Art Comparative study of the aesthetic principles of the Byzantine and Islamic civilization during the Middle Ages. Emphasis on the analysis of stylistic peculiarities in their social and cultural context.

323 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.

324 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.

327 Victorian Art and Architecture 1837-1901 In this course we make the fullest possible use of London's abundant Victorian heritage, visiting a wide range of museums and viewing many types of buildings, including government institutions, churches, railway stations, memorials, and domestic habitations. Focusing on the work of outstanding painters, architects and designers, we study their artistic achievements within the wider context of the aesthetic ideals, social mores and technological innovations of the epoch. Taught only as part of the ILACA London program.

328 Art and Architecture in London from the Great Fire to the Great Exhibition (1666-1851) This course will cover the major architectural and artistic events in London over a period of about 200 years. It will consist of slide lectures followed by visits to museums, art galleries and buildings. This course will look at the way London grew and developed both as a city and as an artistic center, and some of the reasons for the changes that occurred. Taught only as part of the ILACA London program.
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 only 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.

334 **Museums and Monuments in London from 1660-1900** The course concentrates on the visual arts (painting, sculpture, and architecture) from the Restoration to the end of the 19th century. It is designed to make the fullest possible use of museums and galleries and the built environment. Students will develop a fuller understanding of interrelationships between different art forms, and of the tastes and aesthetic purposes of artists working in the late 17th, 18th, and 19th centuries. Taught only as part of the ILACA London Program.

336 **English Landscape Painting 1500-1918** This course will be a chronological study of English landscape painting from the Tudor period until the end of the First World War. Emphasis will be on the changing style and treatment of the landscape, both in response to trends in the history of Art and also to the changing face of the English countryside. Taught only as a part of the ILACA Watford 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** The study and practice of working with aqueous painting vehicles; transparent and opaque watercolor. Working from varied subject matter of landscape, still life, interiors, the human figure and abstract forms. **Prerequisites: ART 101, 102 for art majors; permission of instructor for non-art majors.**

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. Also MUS 321.
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.

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.

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.

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

Asian Studies Program

Director: Suzanne Barnett, History
Pacific Rim/Asia Director: David H. Satterwhite
Pacific Rim/Asia on-campus faculty coordinators: Del Langbauer, Religion, Christopher Ives, Religion.
Committee: Suzanne Barnett, History (on leave Spring 1990); Ernest Combs, Economics; Norman Heimgartner, Education; Richard Hodges, Education; Christopher Ives, Religion; John Knuth, Business and Public Administration; Del Langbauer, Religion (on leave Spring, 1990); Margaret Nowak, Comparative Sociology; Lo Sun Perry, Foreign Languages and Literature; Richard Robinson, George F. Jewett Distinguished Professor of Business and Public Administration; 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 well serve their general education. 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. The Program focuses on China, India, and Japan.

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

The Pacific Rim/Asia Study-Travel Program, scheduled every three years (next 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 Selection 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
Asian Studies Program

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

Requirements for the Major
A Major in Asian Studies consists of 12 units:
1) One unit 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 two units of Chinese or two units of another appropriate Asian language. Any variation must be in writing and approved by the Asian Studies Committee;
4) One unit Asian Studies 489 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. (Note: Pacific Rim/Asia Study-Travel students may fulfill the major project requirement by way of the research-project course, Asian Studies 370.)

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

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

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

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

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

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

There is allowance for variation, as arranged with the Asian Studies Committee. Additionally, a student may count a maximum of 1 unit of Japanese or Chinese or other appropriate Asian language toward the minor.

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
Asian Studies Program

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 234, Religious Themes in Japanese Literature
Religion 330, Zen and Japanese Culture
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 203, Religion in Society
Comparative Sociology 316, Social and Cultural Change
Comparative Sociology 330, Refugees
Economics 381A, Economic Growth and Development/Asia
Education 418, Comparative Education
Politics and Government 320, Comparative Communism (begin Fall 1988)
Politics and Government 323, Asian Political Systems
Politics and Government 324, Third World Politics
Politics and Government 333, U.S.-China Policy

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, Study-Travel project.

Prerequisites for the Pacific Rim Program:
Option A:
One of the following: HIST 245, 247, 346, 348
One of the following: REL 233, 234, 331, 332
One of the following: CSOC 203, 316, 330
One of the following: P&G 320 (begin fall 1988), 323, 324, 333
or
Option B:
Three courses, one each from three of the following four categories:
  a. HIST 245, 247, 346, 348
  b. REL 233, 234, 331, 332
  c. CSOC 203, 316, 330
  d. P&G 320 (begin fall 1988), 323, 324, 333
and one other course from the Asian Studies Program, Track I or Track II.
Asian Studies Program

3. Language Courses
Chinese 101/102, Elementary Chinese: Introduction to the Standard Language
Chinese 201/202, Intermediate Chinese
Chinese 230, Advanced Chinese
Japanese 101/102, Elementary Japanese
Japanese 201/202, Intermediate Japanese
Japanese 301/302, Advanced Japanese

4. Asian Studies Project
489 Asian Studies Project Research and preparation of the Asian Studies senior project. Each major will initiate a topic, identify a supervising instructor, and develop a project plan in consultation with the instructor and the director of Asian Studies. The project requirement can also be met by a research seminar (example: History 391/East Asia) in a department participating in the Asian Studies Program, or by the Pacific Rim/Asia Study-Travel research-project course, Asian Studies 370.

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: Ernest Karlstrom; Beverly Pierson
Associate Professor: Michael Gardiner, Chair; Darwin Jorgensen; Terrence R. Mace; Susan Waaland
Assistant Professor: Mary Rose Lamb
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 9.5 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 or 334;
2) Two units of advanced biology electives (these must be numbered between 312 and 489);
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 or 334;
2) Three units of advanced biology electives (these must be numbered 312 or higher; at least two must be numbered between 312 and 489);
3) One unit of college mathematics (121 or higher) or Computer Science (161 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 121), General Physics, Geology 101, 102, Chemistry 251 or higher.

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, 103, 109, 493, 497, 498, or 499;
3. CHEM 460, Biochemistry, may be used as an advanced Biology elective.
4. 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 Senior Thesis (491, 492). For students completing both 491 and/or 492, one unit may be counted as one of the advanced electives required for the BA degree. Students must consult with a faculty research advisor and submit a research proposal to the department for approval;
5. 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;
6. 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;
7. Students wishing to graduate with departmental honors must maintain a GPA in accordance with University regulations for such distinction and must complete an independent research project;
8. Coursework completed more than ten years prior to completion of degree requirements may not be counted towards fulfilling degree requirements for a major or minor in biology.

Course Offerings
102 The Biology of Plants 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.

103 Introduction to Microbiology An introduction to the world of microorganisms. The course will cover the habitats, structure, metabolism, and life cycles of bacteria, viruses, protozoa, and fungi with an emphasis on human-microbe interactions. A laboratory is required. Satisfies a Natural World core requirement. Offered in Summer Session.
104 Genetics and Heredity  A study of the Inheritance of observable traits, transmission of genes, the nature of the genetic material and regulation of gene expression. Recent advances in the understanding of human genetic disease and the potential of genetic engineering will be discussed. 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 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. Offered Spring semester only.

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

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. Offered Spring semester only.

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.

311 Genetics  This course will introduce students to the principles of classical and modern genetics. The laboratory will illustrate major concepts in genetics. Prerequisites: BIOL 111 and 112, CHEM 120/121 or 125/126, CHEM 250 (or concurrent enrollment). Offered Fall semester only.

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

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

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

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

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

378 Comparative Vertebrate Biology  A survey of the major groups of vertebrates with emphasis on morphology, adaptations, basic systemics, and evolution of animals common to the varied habitats of the Northwest. Field work is an integral part of the laboratory program. Prerequisites: BIOL 111, 112 or equivalent. Offered alternate years.
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. Offered Spring semester only.

453 Electron Microscopy Introduction to laboratory techniques and instrumentation used in the examination of biological ultrastructure. Student projects which demonstrate how electron microscopy is used to study biological structure and function will be required. Prerequisites: BIOL 212, junior standing, permission 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. Offered Spring semester only.

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. Offered Spring semester only.

491/492 Senior 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 research advisor. Details and application forms can be obtained from faculty research advisor or department chair. This course is required for the BS degree in Biology. Prerequisites: BIOL 490 and permission of Instructor.

493 Natural Science Practicum .5 activity unit This activity class requires a two semester commitment. The fall semester will involve learning the specifics of programs that will be presented by students to Tacoma-Pierce County secondary school science classes during the spring semester. This program will enable the resources of the Point Defiance Zoo and Aquarium and the Slater Museum of Natural History to be utilized by the Tacoma community. Puget Sound students will enhance their skills in sharing their expertise through the experience of presentations to secondary classes. Not credited toward a major. Prerequisite: Biology major with junior or senior standing.

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

Professor: John P. Dickson, Dean; Franklyn Hruza; John A. Knutsen; Dorothy Koehl; Keith A. Maxwell; Roy J. Polley; Robert H. Terpstra; Denis D. Umstot; Robert D. Waldo; James L. Wiek, Director, Business Leadership Program

George Frederick Jewett Distinguished Professor of Business: Richard D. Robinson
Associate Professor: William H. Baarsma; Michael Bernhart
Assistant Professor: Helen Adams; Garth A. Blanchard
Instructor: Steven Brown

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, communication and human resource skills as well as the ability and discipline to continue learning once their formal training is completed.

To this end, the School of Business and Public Administration offers the following programs: Bachelor of Arts in Business Administration; Minor in Business Administration; Bachelor of Arts in Accounting; 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) A cumulative GPA of 2.25 is required for all courses required for 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. Alternatively, at the discretion of the advisor, a student may test out of a course. The School of Business and Public Administration reserves the option of determining, on an individual basis, a time limit on the applicability of courses to a major or minor.

Bachelor of Arts in Business Administration
1) Required Preparatory Courses:
   ECON 100, 101
   CSCI 155 or 158
   MATH 258, 271
   BPA 203, 204, 225
2) Business Core Courses:
   BPA 330, 340, 350; and 454, 455 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
   ECON 315, 391
   MATH 272
5) Non-Business electives:
   Two courses are required from offerings outside of the School of Business and Public Administration. These courses must relate to the student's business career objectives or...
Business and Public Administration

area of concentration. The selection must be from upper division courses (300-400 level). A written selection of these courses must be approved after consultation between the student and the student's advisor, and a signed agreement placed in the student's advising file.

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) Three of the following: BPA 432, 431, 435, 437, 439
2) ECON 315 or MATH 272 will be taken as the quantitative elective
3) ECON 316 is recommended as one non-BPA elective

General:
Three upper division (300-400 level) Business courses, approved by the Academic Advisor.

International Business:
1) BPA 370
2) Two of the following: BPA 371, 372, 373, 435, 445, 470 or 475
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 or 158.
3) Recommended course sequence in Business Administration:
   - Freshman Year—CSCI 155 or 158, ECON 100, 101, MATH 258
   - Sophomore Year—MATH 271, BPA 203, 204, 225
   - Junior Year—BPA 330, 340, 350, quantitative elective
   - Senior Year—BPA 454 or 456 and broadening courses
4) Only one unit of BPA 497 may be credited toward a BPA upper division requirement.
5) Courses used to satisfy a Comparative Values core may not be used to satisfy a non-BPA elective requirement.

Business Administration Minor
1) ECON 101
2) MATH 258, 271
3) BPA 203, 204, 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) Two non-Business electives (see note for BA degree).

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 or 158
   - MATH 271
   - P&G 201
   - BPA 203
   - BPA 204
   - BPA 225

2) General Core Courses:
   - BPA 340
   - BPA 455

3) Public Administration concentration courses:
   - BPA 380, 381, 418 (BPA 358 or 451 may be substituted for BPA 418 with permission of advisor)

4) Non-Business Courses:
   - P&G 314
   - Select at least one of the following: P&G 310, 312, 313, or 315. Students are encouraged to take a second course from this section, in consultation with their advisor.

Public Administration Minor

1) ECON 100
2) P&G 201 and 314
3) BPA 225, 380 and 381

Business Leadership Program

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

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. Please write directly to that office, or request an application form from the Office of Admission when applying to the University. Continued participation in the Program is subject to academic performance as well as suitable participation in all aspects of the Program.

The academic objectives of the Program are to:
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 100, 201, 202, 203, or 204; HIST 306 or 332; HIST 371 or 356.
2) Quantitative (2 units)
   - CSCI 158, MATH 271
3) Economics (2 units)
   - ECON 100, 201
4) Foreign Language (1 unit)
5) Business and Public Administration (7 units)
   * BPA 203, 204, 225, 330, 340, 350, 458
   * special enriched sections for BLP students of BPA units
6) Rel 407
7) Leadership Seminar to be taken during each of the four years
8) Internship

Course Offerings

101 Business Leadership Seminar  no credit  The Business Leadership Seminar meets an average of 8-12 times a semester and offers the student an opportunity to journey to area businesses to see how they operate and to hear about their strategies and positioning in the market place. Guest speakers in the Business Leadership Seminar also discuss careers in various business fields and functional areas such as accounting, marketing, or human resource management. Speakers present information on current management topics and practices and provide a perspective on the theories and tools studied in classes. Some seminars will be devoted to the particular needs of each BLP class. Some career assessment and leadership activities as well as readings in the literature of business topics and leadership will be required. Pass/fail grading only. Prerequisite: Admission to the Business Leadership Program.

103 Business and Society: Corporate Strategy, Public Policy, Ethics  An introduction to the activity of organizing resources in order to produce and distribute goods and services to society (better known as "business"). Heavy emphasis is placed on corporate strategic management, tools for environmental analysis, public policy, and major challenges of social and ethical responsibility. A broad geopolitical perspective is employed with examples of both U.S. and foreign-based corporations. An analytical framework that involves the use of new models and diagrams continues the course’s conceptual approach to business and society relationships.

120 Introduction to Urban Problems  This interdisciplinary course focuses on the relationship between urban institutional structures and problems of city living and explores problem solving alternatives. Emphasis is on political, social, economic and physical factors.

201 Business Leadership Seminar  no credit  The Business Leadership Seminar meets an average of 8-12 times a semester and offers the student an opportunity to journey to area businesses to see how they operate and to hear about their strategies and positioning in the market place. Guest speakers in the Business Leadership Seminar also discuss careers in various business fields and functional areas such as accounting, marketing, or human resource management. Speakers present information on current management topics and practices and provide a perspective on the theories and tools studied in classes. Some seminars will be devoted to the particular needs of each BLP class. Some career assessment and leadership activities as well as readings in the literature of business topics and leadership will be required. Pass/fail grading only. Prerequisite: Admission to the Business Leadership Program.

203 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.

204 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.

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 an overview of the legal system and the law of torts, contracts, agency, business organizations and employment. Prerequisite: ECON 101.

301 Business Leadership Seminar no credit The Business Leadership Seminar meets an average of 8-12 times a semester and offers the student an opportunity to journey to area businesses to see how they operate and to hear about their strategies and positioning in the market place. Guest speakers in the Business Leadership Seminar also discuss careers in various business fields and functional areas such as accounting, marketing, or human resource management. Speakers present information on current management topics and practices and provide a perspective on the theories and tools studied in classes. Some seminars will be devoted to the particular needs of each BLP class. Some career assessment and leadership activities as well as readings in the literature of business topics and leadership will be required. Pass/fail grading only. Prerequisite: Admission to the Business Leadership Program.

313 Intermediate Financial Accounting Study of the principles and postulates of financial accounting underlying the balance sheet, income statement and statement of changes in financial position and the treatment of individual assets and liabilities contained in the statements. Prerequisite: BPA 204.

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 203 and 204, 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 204 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 204, 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 203 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. Prerequisite: BPA 340.

350 Principles of Management A broad introduction to the field of management including such topics as planning, motivation, group dynamics, decision-making, organizing and group organizational change. Prerequisite: 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 or 380 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. Prerequisite: BPA 350 or 380.

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 histor-
lical legacy of international business and then turn to theoretical considerations. After these introductory sessions, the international dimension of various functional areas will be examined—marketing, sourcing, labor, managerial, ownership, financial, legal, control, and public affairs. Prerequisite: 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). Prerequisites: 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.

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 Business Leadership Seminar no credit The Business Leadership Seminar meets an average of 8-12 times a semester and offers the student an opportunity to journey to area businesses to see how they operate and to hear about their strategies and positioning in the market place. Guest speakers in the Business Leadership Seminar also discuss careers in various business fields and functional areas such as accounting, marketing, or human resource management. Speakers present information on current management topics and practices and provide a perspective on the theories and tools studied in classes. Some seminars will be devoted to the particular needs of each BLP class. Some career assessment and leadership activities as well as readings in the literature of business topics and leadership will be required. Pass/fail grading only. Prerequisite: Admission to the Business Leadership Program.

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, 158 or 161; ECON 101; MATH 271.

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. Prerequisite: 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. Prerequisite: BPA 314.

418 Governmental and Not-for-Profit Accounting In-depth study of the principles and postulates underlying the practice of accounting in the non-business and public sectors of the economy. Emphasis is on financial reporting and the use of accounting data in planning, control and decision-making. Prerequisites: BPA 204 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, 203 or 314, and CSCI 155, 158 or 161.

425 Commercial Law This course will cover the uniform commercial code. The law of sales, commercial paper and secured transactions will be considered in depth. In addition to this common body of topics, students will participate in a directed study with the professor on a topic of interest. Accounting majors will find the directed study useful in covering topics on the law portion of the CPA examination. Prerequisite: BPA 225.

426 Taxation of Business Organizations: Planning and Policy Study of advanced topics of the federal tax law as it relates to individuals and business organizations; research in related topics and issues. Prerequisite: BPA 326.

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

437 Financial Economics The goal of this course is to present the most important concepts in finance theory and to review the empirical evidence which either supports or refutes the theory. A major part of the course will emphasize the difficult and complex real-world applications with the goal of making the nature and uses of theoretical concepts better understood. Prerequisites: a minimum of two courses chosen from BPA 431, BPA 432, BPA 439, ECON 301, and either ECON 310 or ECON 316.

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

441 Promotional Strategy Treats advertising and personal selling as part of an overall promotional process. The course will emphasize managerial issues and problems of promotional strategy. Prerequisite: BPA 340.
443 Consumer Behavior This course examines human behavior in the marketing arena; includes a study of psychological and sociological dimensions of the consumer and models of behavior. Prerequisites: BPA 340, MATH 271.

445 International Marketing A major comparative analysis of the processes of marketing and the similarities and differences between domestic and international marketing. Prerequisite: BPA 340.

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 or 380 or Psychology major or Communication major.

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.

455 Government, Business and Public Policy—The Role of the Public Sector and Private Sector Managers A senior seminar concerned with providing a public administration managerial perspective of the changing interrelations between government, business and society and how they affect the role of administrators and managers in the public and private sectors. Prerequisites: Completion of all major degree core requirements, senior standing and permission of the instructor.

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.

458 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; 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 255, 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.

475 Issues in International Business The core of this course will be four semi-public lectures or panel discussions by invited International business practitioners and academicians. Students will be required to attend these sessions and class discussion sessions. Issues addressed will vary, but will likely cover such topics as: international joint venturing; the formation of strategic alliances; marketing experiences in the People’s Republic of China; the role of the State of Washington in international trade; economic/political dynamics underlying the European community. Prerequisites: BPA 370, 470, or permission of instructor.
Business and Public Administration

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. Admission to a BPA Internship is with the permission of the instructor and the student’s advisor and only one internship may be credited towards a student’s upper-division BPA electives.

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 options. Emphasis is on the development of a career decision-making process that can be used throughout the student’s lifetime. Topics include job search techniques, resume writing, interviewing skills, and career/life planning.

210 Community Service Seminar .5 unit This course will focus on the analysis of volunteerism as a central component of life/career planning. The course will include discussion of social and philosophical issues such as the nature of community “citizenship,” the nature of populations served by volunteers, and the effects of volunteer service on both the recipient and the provider. Students’ own experiences from concurrent involvement in volunteer service activities will be emphasized in class discussions in conjunction with selected readings. Corequisite: 70 hours of volunteer community service activity.

Chemistry

Professor: Keith Berry (on leave 1989-1990); L. Curtis Mehlhaff; Kenneth Roussiang, Chair; Thomas Rowland; Anne Wood

Associate Professor: William Dasher; Shelby Sherrod

Instructor: Phillip Ash

About the Department
The Department of Chemistry at the University of Puget Sound is accredited by the American Chemical Society. The program accredited is the Bachelor of Science Degree. The Chemistry Department 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.

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 (300-400 level) 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.

The Chemistry Department reserves the right to determine a time limit, on an individual basis, for the acceptability of courses into a major or minor program.

Course Offerings

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.

102 Chemistry in the Community This course will direct students' attention to eight problems facing society and will demonstrate how chemistry must play a role in solving those problems. Two unique features make this course of interest to non-science adults and students: a focus on decision-making and the interplay between science and society. 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 lectures 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 These courses cover the basic chemistry of carbon-containing molecules. Modern principles of chemical bonding are used to develop an understanding of the structure of organic molecules and the reactivity of organic compounds. Thus, the course is organized along the lines of reaction mechanisms rather than by functional groups. The laboratory portion of the course introduces the student to the various techniques involved in the isolation, identification, and synthesis of organic compounds. The laboratory parallels the course lectures so that there is a practical application of theoretical principles. Extensive use is made of chromatographic and spectroscopic techniques. Prerequisite: CHEM 126 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 Introduction to quantum mechanics with applications to molecular spectroscopy. Statistical thermodynamics linking microscopic and macroscopic chemical behavior. Introduction to group theory. 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 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 focuses 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 original chemical literature. Prerequisites: CHEM 251, BIOL 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 illustrate 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, CHEM 430.

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 under-
standing of the principles of interfacing small computers, input and output devices. Prerequisite: CHEM 430 or permission of the instructor.

450 Advanced Organic Chemistry This course is 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, Huckel molecular orbital theory, and advanced synthetic design. Prerequisite: CHEM 251.

460 Biochemistry This course deals with protein structure and function at the cellular and molecular level, with the interrelationships among major metabolic pathways, and with how modern 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 Quantum mechanics with a specific application to electronic 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 to 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, although students at all levels will be 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

Associate Professor: David A. Lupher
Assistant Professor: William D. Barry, Chair

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. 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. The study of the
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.

Requirements for the Minor
Track I (Language emphasis): Four courses in Latin or Greek, two in classical civilization; or
four courses in Latin and Greek, including the fourth semester of Latin or Greek, two courses
in classical civilization.

Track II (Classical studies emphasis): Six courses in classical civilization or languages, two
of which must be at the 300 level or above.

Courses in Classical Civilization:
Art 320, Art and Architecture of Ancient Greece
Art 321, Art and Architecture of Ancient Rome
Classics 201, Religions of the Roman Empire
Classics 210, Greek Mythology
Classics/History 211, History of Ancient Greece
Classics/History 212, Roman History
Classics 222, Greco-Roman World
Classics 230, The Classical Tradition
Classics 301, Greek Tragedy
History 307, Ancient Empires
History 308, The City in Antiquity
Philosophy 215, Ancient Philosophy
Physics 301, The History and Practice of Ancient Astronomy

Note: In satisfying the requirements for a Classics Minor, a student may use no more than one
unit to fulfill a major requirement and no more than one unit to fulfill a core requirement.

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.
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 folklore.

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 HIST 211. 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 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 HIST 212. Satisfies the Historical Perspective core requirement.

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

230 The Classical Tradition  This course will study the enduring impact of what E.A. Poe called "the glory that was Greece and the grandeur that was Rome." Why have European and American writers, artists, composers and thinkers sought inspiration from classical antiquity in their search for models, subject matter, ideas, and standards of beauty and excellence? The emphasis in this course will be on literary genres and themes, but we shall also be looking at the other arts and at classical influences upon European and American intellectual life in general, as well as at uses of Greece and Rome as models for political and social behavior.

301 Greek Tragedy  This course offers an extensive and intensive look at the most impressive and influential surviving Greek tragedies. These plays will be studied both as products of 6th century B.C. Athens and as works of timeless power. Special attention will be placed on the history of interpretation of Greek tragedy, from Aristotle's Poetics through Nietzsche's Birth of Tragedy to modern structuralism and beyond. Prerequisite: Permission of Instructor.

Greek 101 Introduction to Ancient Greek I  See Greek 101 in Foreign Language section.
Greek 102 Introduction to Ancient Greek II  See Greek 102 in Foreign Language section.
History 307 Ancient Empires  See History 307 in History section.
History 308 The City in Antiquity  See History 308 in History section.
Latin 101/102 Elementary Latin  See Latin 101/102 in Foreign Language section.
Communication and Theatre Arts

Professor: Gary L. Peterson
Associate Professor: Kristine M. Bartanen, Chair; David A. Droge
Assistant Professor: John H. Lutterbie; Diana Marré; A. Susan Owen
Director of Inside Theatre: Janet E. Snyder
Instructor: Cheryl Jorgensen-Earp; Michael Madden; Raymond Preiss

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

Theatre Arts 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 program provides Theatre Arts majors with an education which will adequately prepare them for further study in graduate or professional training programs. 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.

Co-Curricular Activities
The Department of Communication and Theatre Arts sponsors activities which include a competitive forensics program, drama, and practica 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
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 Emphasis
1) C&TA 200, 202, 101 (or 204), 332, 345, 445;
2) Three units selected and approved through advising from C&TA 122, 101 (or 204), 300, 303, 322, 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.

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

Course Offerings

101 Presentational Communication This course develops students' ability to research complex issues, organize facts, develop proposals, and competently deliver formal presentations to audiences. Presentational Communication curriculum offers a blend of public speaking skills (analytical, theoretical, and practical) and audience analysis skills (socio-demographic and psychological) to improve the effectiveness of students' oral communication, critical thinking, and listening skills. Satisfies the Oral Communication core requirement.

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.

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 Examines the principles and develops the skills of formal presentation of information and ideas to others in group settings, analytical problem-solving, leadership, critical thinking and listening, and group decision-making. Projects deal with analysis of issues and public policy review and criticism. Satisfies the Oral Communication core requirement.

204 Argumentation and Debate This course develops the skills of reason-giving and critical evaluation that are central to competent participation in a democratic society. The course examines classical and contemporary conceptions of practical reasoning and theories of belief, attitude, and value systems. Students apply argumentation theory in both formal presentations and structured academic debates of value and policy propositions. 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 only as part of the ILACA London program.

271 British European Theatre in the 20th Century  This course aims to give students an historical perspective of British theatre in the twentieth century and the ways in which European movements have influenced it. It will encourage textual analysis, with an emphasis on the craft of the playwright, and aims to develop a critical eye and ear: we shall ask questions concerning the direction and the actor's interpretation of text, and about staging, lighting, design and sound decisions. Taught only as part of the ILACA Watford, England program.

272 Masque to Musical: A History of British Musical Theatre  This course will lay the historical groundwork for understanding the development of English music for the stage, from the masques and plays of Shakespeare's time to the oratorios of Handel, the operettas of Gilbert and Sullivan and the Rock Musicals of Andrew Lloyd Weber and Tim Rice. Taught only as a 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.

279 Introductory Creative Writing: Playwriting  This course introduces the techniques and tools needed for writing plays that are dramatic and stage-worthy. The class explores problems of writing for the theatre, such as the use of space, the auditory and visual natures of performance, and the process of audience reception in a linear time-frame. Students are introduced to a range of modern dramatic literature and to methods of analyzing their own work and that of others. Also ENGL 204.

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.

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.
Communication and Theatre Arts

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 del'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 proscenium spaces and execute basic creative design projects.

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

322  Television Criticism  This course is designed to guide students through some of the more important American and British theoretical and critical approaches to the study of television and popular culture. Students will be asked to watch television critically, with the end goal of writing critical essays about television artifacts. During the course of the semester, students will apply one or more of the critical approaches to the television program of their choice in order to produce thoughtful essays on the function of television in American culture. These essays will be presented both in written and in oral form.

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

340  Group Process  Advanced study of group communication processes. Emphasis on communication theory, encompassing phases of group development, roles and status structures, leadership, and intergroup relations. Prerequisite: CTA 202.

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  Further those skills in writing, speaking, and listening which are applied in typical business and professional settings. Writing assignments include preparing and writing memoranda, letters, resumes, reports, and proposals. Oral communication is addressed through assignments to conduct interviews and to deliver oral reports and proposals. Prerequisites: junior standing; completion of at least one composition course and one presentational communication course, or 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 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  The purpose of this course is to examine critically the relationships between and among mass media, human culture, public policy-making, and individual media consumers. Students will learn how research on the processes and effects of mass communication is guided by fundamental assumptions about human culture and communication processes. By looking at past and present instances of the use of academic research in public policy debates, students will come to appreciate the rhetorical dimensions of knowledge production in mass media studies. By examining particular public policy disputes, such as the Meese Commission Report on the
alleged effects of pornographic material, students will investigate how academic research is manipulated in public policy decision-making strategies. Prerequisites: CTA 232, 332 or comparable experience with social science research methods recommended; junior or senior standing.

442 Communication and Social Influence This course explores rhetoric, persuasion, and coercion through the use of symbols. The course examines the cognitive, social, and rhetorical dimensions of attitude change by considering how messages are used to affect the behaviors of individuals. The course focuses on the major theories of attitude change, research on communication and conformity, rhetorical use of symbols, and the effects of persuasive messages. Prerequisite: CTA 101; junior and senior standing.

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 101 and junior or senior standing, or permission of the instructor.

460 Organizational Communication An advanced seminar which examines the processes of human communication within the context of formal organizations. Emphasis is on analyzing theories and conceptual models in organizational relationships, flow of information, analysis of communication, and improving communication effectiveness. Course topics will be related to managerial roles and processes in complex organizations. Prerequisites: CTA 101 or 202, senior standing, or permission of instructor.

462 Directed Projects in Communication variable credit, up to 1 unit Supervised observation and development of communication skills in practical application experiences. Emphasizing on-the-job experience in business, professional or educational environment. 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: George M. Guilmet; Charles A. Ibsen (on leave Fall 1989); John Phillips
Associate Professor: Leon Grunberg, Chair; Ann Neel (on leave Spring 1990); Margaret Nowak
Assistant Professor: John Finney

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

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

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

Requirements for the Major
A major in Comparative Sociology consists of ten courses:

1) Completion of the following sequence of foundation courses: 295, 301, 302, 304, 410, or 420.

2) Completion of courses in one of the following three concentrations:

a. Anthropology
   Required Courses: 200, 205 or 220, 296, 316.
   Elective courses: One 200 or higher level course in Comparative Sociology.

b. Sociology
   Required Courses: 316 and two additional courses: one course from Group A and one from Group B.
   Elective courses: Two 200 or higher level courses in Comparative Sociology.

c. Social Services
   Required Courses: 290, 497, 498, and two additional courses; one course from Group C and one from Group D.
   Group C: 202, 206, 214, 252, 407.

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Note: The Comparative Sociology Department will determine on a case by case basis the acceptability of courses which may be applied to a major based on the age of the course.

Requirements for the Minor
A minor in Comparative Sociology consists of six courses: 295, 296 or 316, 304 and three 200 or higher level electives in Comparative Sociology.

The Comparative Sociology Department reserves the right to evaluate courses on a case by case basis to determine whether they may be applied to a minor.

Students must maintain a C or better for each course applied towards a major or minor in Comparative Sociology. Majors wishing to satisfy more than one University Core requirement from Comparative Sociology offerings must petition the Department.

Course Offerings

102  The Individual in Society  Each individual's experience is woven into the life of the larger society by social structure and cultural meanings. No person, group, or society can be fully understood without examining the nature of these constantly changing interrelationships. We will explore how the basic perspectives, concepts, and methods of comparative sociology can be used to make sense of the complexities of human experiences in a dynamic social world. 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.

200  Cultural Anthropology: Interpretation and Fieldwork  To be human is to participate in "culture": that is, to be able to generate and interpret socially shared meaning. Given this perspective, the central concept of anthropology—culture—is intrinsically related to the philosophical and methodological goal of interpretation and to the disciplinary means of "doing fieldwork." This course, then, is about the interpretation of culture via the fieldwork endeavor/experience, especially when the fieldwork is done in non-familiar cultural contexts. Although the ethnographic material presented will typically concern "other" cultures, the ultimate aim of the course is to lead students to reflect on the implications of their own generally unexamined bases for "common sense" thoughts, feelings, and actions. 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.

205  Human Evolution  This introduction to human behavioral evolution will discuss the physical evidence for the evolution of humankind as a prelude to a later consideration of the parameters of influence of human biology on contemporary social and cultural behavior. The ability to behave in learned and shared ways is the end product of a long process of biological evolution which featured increasing flexibility in behavioral systems. Relevant disciplines include: paleoanthropology, archaeology, behavioral evolution, ethnology, ethology, psychology, and sociobiology.
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.

212 Women, Men and Society  This course addresses the profound impact of gender on the human being and on social organization; the cultural meanings given to social structural inequalities 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. 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. Prerequisite: Sophomore or above standing or permission of the instructor.

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

220 Language, Culture, and Society  This course will examine the relationship between linguistic activity and the sociocultural context in which it occurs. This general study of the interaction of language and setting will focus more specifically on the ways in which linguistic variability (e.g. multilingualism, stylistic differences, dialects, code-switching, honorific speech, etc.) may be related to such cultural and social factors as ethnicity, class, status, sex, and so forth. No previous familiarity with linguistics is required.

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 only 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 only 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: Permission of instructor.
290 **Social Services**  A sociological analysis of Social Services in the United States and other parts of the world. After a brief consideration of the development of social welfare organizations in historical context, a study of social services in the United States and its economic, political and ideological aspects will be undertaken. This study will emphasize policy and program issues. A comparison of U.S. policy and programs with those of other western societies will also be made, and international social service organizations will be considered.

295 **Social Theory**  This course is designed to be an in-depth survey of the major conceptual frameworks of sociology. We will study the basic questions that have been addressed by influential 19th and 20th century social and cultural analysts and the theories they have constructed to answer them. The first half of the course will focus on the “classical” theorists, including Marx, Weber, Durkheim, and Mead. The second half will be devoted to contemporary perspectives, including structural-functionalism, symbolic-interactionism, conflict theory, ethnography, and feminist theory. *Prerequisite: sophomore standing or above strongly recommended.*

296 **History of Anthropological Ideas**  This course is concerned with the emergence of anthropological ideas from their beginnings in philosophy, through the period which led to the establishment of anthropology as a distinct academic tradition, to the present. Students will learn to evaluate and interpret the contributions of key figures both within their historic context and in the light of contemporary anthropological theory and understanding. *CSOC 200 strongly recommended for majors concentrating in anthropology.*

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

302 **Social Research II**  This course covers field research design, unobtrusive research, issues in the design of evaluation research and techniques of data analysis appropriate for each type of design. Individual student research projects are required. *Prerequisite: CSOC 301 or permission of the instructor.*

304 **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. *Prerequisite: Junior standing or above strongly recommended.* Satisfies a Society core requirement.

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

316 **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.

317 **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.

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. *Prerequisite: Permission of instructor.*
Comparative Sociology

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

330 Refugees By conservative, official estimates, more than twelve million people are now living as refugees throughout the world. Beginning with an internationally focused overview of this problem, this course will systematically consider some of the legal-historical, social, political, economic, and cultural issues that affect and are affected by the refugee experience (e.g. resettlement procedures; refugee adjustment; host country problems; immigration and asylum policies; and the moral and ethical implications of these policies). Satisfies a Society core requirement.

340 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, Nicaragua, South Africa, and Israel.

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 and political power. Prerequisite: CSOC 304 or permission of instructor.

407 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.

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 295, 301 and 302, 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. Prerequisite: Senior standing or instructor's permission. Satisfies the Comparative Values core requirement.

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

495/496 Independent Study

497/498 Internship Students will be placed in community agencies in areas relevant to sociology and cultural anthropology and will draw on their experiences in the field in seminars oriented toward theoretical issues. Prerequisite: Permission of the instructor.
Computer Science
See Mathematics and Computer Science

Economics

Professor: Ernest Combs; Douglas E. Goodman; Bruce Mann, Chair (on leave 1989-1990); Ross Singleton, Acting Chair, 1989-90; Michael Veseth (ILACA Watford Program, Spring 1990)

Associate Professor: William Brown (visiting); D. Wade Hands;
Assistant Professor: Wayne Hickenbottom (visiting); 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 (300-400 level) economics electives, not to include 315, 495/496, 497/498;
3) Skills and Tools
   A) Statistics and Econometrics: MATH 271 and ECON 315
   B) At least two courses from the following list: BPA 203 or 204, CSCI 155 or 161, MATH 121, 258 or 272, PHIL 172 or 273, one 200-level or above writing course or one 200-level or above 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 (300-400 level) electives, not to include 315, 495/496, 497/498;
   C) The above courses must include ECON 391, Mathematical Economics;
2) Quantitative Skills
   A) Calculus through multivariate, MATH 221 or the equivalent;
   B) Statistics and Econometrics: MATH 271 and ECON 315;
   C) CSCI 161.
Requirements for the Minor
Completion of five units to include:
1) ECON 100, 101;
2) Three 300-level or above courses, not to include 495/496, 497/498.

Notes:
1. ECON 201 may be substituted for ECON 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. A GPA of 2.0 is required for the major or minor. Only courses for which the student has received a C or better can count for the major or minor.
5. The Economics Department reserves the option of not applying courses more than 6 years old to a major or minor.

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 The course examines the theory of how individual consumers and firms make economic decisions in a world of limited resources. It further considers the wisdom and efficacy of government intervention in the market process. The tools and concepts of microeconomics are also applied to contemporary issues, such as pollution and voting decisions. Prerequisite: ECON 100. Satisfies a Society core requirement.

201 Principles of Microeconomics: Business Leadership This introductory microeconomics course is designed for students in the Business Leadership Program. The course examines the theory of individual consumer and firm behavior and applies the theory to questions of government policy and contemporary issues. Prerequisite: ECON 100. Satisfies a Society core requirement.

250 Britain and the Welfare State The Welfare State in Britain is at present in a condition of acute crises. The purpose of this course is to examine the principal origins of the crisis. The course will concentrate upon three key areas of the Welfare State: the provision of housing, health, and the elimination of poverty. It is hoped that by examining these three areas the twin themes of crisis and restructuring can be brought about. Taught only as a part of the ILACA Watford program.

301 Intermediate Microeconomic Theory The topics presented in Introductory Microeconomics are extended and developed. This includes consumption and production decisions, pricing under perfect and imperfect competitive conditions, welfare economics, and general equilibrium analysis. Prerequisites: ECON 100 and 101.

302 Intermediate Microeconomics/Math Emphasis This course examines the same topics as 301, with calculus applied to some of the topics. Prerequisites: ECON 100, 101 and one semester of calculus.

310 Intermediate Macroeconomic Theory The basic principles of national income determination are studied. Various models of macroeconomics are analyzed with emphasis on the short-run and long-run effects of monetary and fiscal policy. Particular emphasis is placed on understanding the causes and consequences of unemployment and inflation. Prerequisites: ECON 100 and 101.

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. This course does not satisfy major requirements for an economics elective. **Prerequisites:** ECON 100, 101, a 300-level economics course, 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, statistics, and one semester of calculus.

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 The development of economic thought from Mercantilists to the present is studied. The relation of economic thought to other social, political, and scientific thought is emphasized. **Prerequisites:** ECON 100 and 101.

331 The Economics of Money and Banking This course examines the role of money in a modern economy. The focus is on monetary theory and financial institutions. Topics covered include interest rate determination, asset and liability management, the role of the Federal Reserve System, and the importance of monetary policy in the macroeconomy. **Prerequisites:** ECON 100 and 101.

341 Urban Economics The tools of microeconomics are applied to the urban sector of the economy. The topics discussed include location theory, urban growth and development, income and poverty, the market for local public goods, housing problems and policies, and transportation systems. **Prerequisites:** ECON 100 and 101.

351 Industrial Organization, Antitrust Law, and Government Regulation This course considers in detail the behavior of firms in imperfectly competitive markets. Various pricing models, including cartel and price-leadership, are examined. The economic theory underlying antitrust law is developed and rate and entry regulation is studied. **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. The theory of international trade, trade restrictions, and common markets are analyzed. 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: Asia 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: Latin America This course focuses on Latin American 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.
390 Law and Economics Seminar The major focus of this course will be the application of microeconomic tools to legal issues. The first part of the course will consider the general issues of legal analysis and microeconomic theory. This analytic structure will be applied to the areas of consumer protection, product liability, and contracts. Law students and economics students will engage in joint research projects. The final part of the course will consider the results of these projects in a seminar context. Prerequisites: ECON 301 and permission of instructor.

391 Mathematical Economics This course applies calculus and linear algebra to the analysis of microeconomic and macroeconomic theory. The tools of mathematical optimization and programming are developed with direct application to the analysis of the problems of consumer behavior, the theory of the firm, general equilibrium, and aggregate economic analysis. Prerequisites: ECON 301, 310, and Multivariate Calculus.

402 Manpower and Human Resource Economics This senior seminar is devoted to a microeconomic analysis of the labor sector in the U.S. economy. The emphasis is on the allocation and distribution of time as an economic resource. Topics to be discussed include supply of effort, marginal productivity 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 This senior seminar examines the role of money in modern economic theory. The demand for money and the monetary mechanism are examined from the neo-classical, Keynesian, and monetarist’s perspective. 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 This senior seminar analyzes the economic consequences of overpopulation, air pollution, water pollution, waste disposal and exploitation of natural resources. The governmental policies designed to cope with these problems are evaluated and discussed. Prerequisites: ECON 301, statistics, and one semester of calculus.

411 Senior Research Seminar This senior seminar is an advanced study of current topics in economic theory and policy. A different topic is selected each year. Relevant economic theory is examined. Students are responsible for research papers and presentations under close supervision of the faculty.

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: John T. English; Robert C. Ford (on leave, 1989-1990); Norman Heimgartner; Richard E. Hodges; Carol Merz Hosman, Dean; Robert Hostetter; Grace Kirchner; Ramon L. Roussin; Robert L. Steiner

Associate Professor: Margaret Setchfield

Instructor: Barbara Holme

About the School

The School of Education engages in the preparation and continuing development of competent professionals in education. It offers undergraduate students of the University guidance and instruction leading to careers in elementary and secondary school teaching, including
the selection of majors and minors to meet special interests, and offers professional courses and laboratory experiences that qualify the student for a Washington Initial and Continuing Certificate. The Bachelor of Arts degree is available until 1991 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. Information on these programs appears in a separate graduate bulletin.

The School of Education at the University of Puget Sound is accredited by the National Council for Accreditation of Teacher Education, a specialized accrediting body recognized by the Council on Postsecondary Education and the United States Department of Education. Programs leading to the Initial and Continuing Certificates and the Master of Education degree, including preparation for the Initial Principal Credential, are approved by the Washington Board of Education.

Since the undergraduate Teaching Certification program will end in 1990, entrance to this program is now closed. Students wishing to pursue Teacher Certification should contact the School of Education for information on the Master of Arts in Teaching program.

**Master of Arts in Teaching**

Beginning in 1990-91 the School of Education will offer teacher certification as part of a Master of Arts in Teaching program for students who have completed a liberal arts baccalaureate program. Students preparing to enter the M.A.T. program for secondary teaching should major in an endorsable area (see list of endorsements in this section). All students preparing to enter the M.A.T. program should complete prerequisites, EDUC 411, 412, and 413. Teacher certification will no longer be offered to undergraduates.

**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 undergraduate 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

Further information about the Teacher Certificate Program is available in the School of Education. Candidates for the Washington Initial Certificate will be required to submit an application to the Washington State Patrol for the purpose of receiving a Child/Adult Abuse clearance and meet standards of moral character/personal fitness established by the Washington State Board of Education.

The School of Education provides two degrees and one program as preparation for teaching:
I. Bachelor of Arts in Elementary Education. (Ends 1990)
This is a program that leads to the Washington Initial Elementary Certificate with recommendation for assignment to the K-8 level;

Requirements for the Elementary Education Degree
1) EDUC 301, 302, 303, 304, 345, 348, 349, 350, 351, 401, 410, and 420;
2) MUS 321;
3) PE 365;
4) Five 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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<td>Communication and Theatre Arts</td>
<td>Music</td>
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<td>Comparative Sociology</td>
<td>Physical Education</td>
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Each endorsement has specific essential areas of study which are determined by the Washington State Board of Education and which may vary from major requirements determined by the University.

Students earning this certificate with baccalaureate degrees will be recommended until 1990 for assignment to the 4-12 grade level.

Requirements for the Secondary Certificate
In addition to the general requirements for the major, the following professional education courses are required: EDUC 301; 302; 303; 304; either 345, 348, 350, or 351 as appropriate; 359; 360; 402; 410; and 420.

Secondary Education Program
All secondary teaching candidates must complete a major for an endorsement in a teaching field. Following is a list of available endorsements offered by the University and approved by the State of Washington.

Students are strongly encouraged to acquire a second endorsement through a minor. For specific essential areas of study in each endorsement, see an Education advisor.

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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 Certifi-
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.

III. Bachelor of Education (Ends 1990)
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 (300 or 400 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 2.5 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.

Admission Requirements 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 2.5 or higher;
2) Has and maintains a grade-point average of 2.5 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 a minimum score of 400 in the verbal and quantification subtests (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 Test for Entrance into Teacher Education Programs (TETEP) prior to enrolling in EDUC 301. Arrangements to take this test can be made by contacting the School of Education.
5) Has filed the appropriate application for admission to the Teacher Education Program;
6) Has satisfactorily completed EDUC 301, Introduction to Teaching;
7) Is recommended by the individual’s academic major department;
8) Provides evidence of a strong commitment to teaching by attitude and performance;
9) Maintains a grade-point average of 2.5 or higher in all professional and endorsement courses, with no grade below C;
10) No more than 4.5 units of experiential coursework (EDUC 401, 402, 403, 407) may be included in the 32 units required for the bachelor’s degree.
11) Meets standards for moral character and personal fitness as established by the Washington State Board of Education.

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:
- 2.5 overall
- 2.5 in professional Education Program
- 2.5 in certification major(s)

Additionally, the School of Education will allow courses to apply toward a Teaching Certificate program for 6 years. If a course in a Certificate program is more than 6 years old, the School may require that course to either be replaced by an advanced course in the same area or be repeated.
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. Students must meet the certification requirements in place when they apply for 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 service in the Office of Academic and Career Advising. This service is open to all graduates of the University's Teacher Education Program, as well as to students who have received certification through University programs (including fifth-year students). 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.

Course Offerings

303 Educating Exceptional Children .5 unit 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. Final offering Fall 1989.

304 Multicultural Education .5 unit A seminar designed to prepare the teacher or counselor candidate with knowledge and appreciation for the history, contributions and traditions of various ethnic, cultural and minority groups in order to facilitate a positive educational environment for all students. Prerequisites: EDUC 301 and 302 or simultaneous enrollment in either. Final offering Fall 1989.

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 and Literature in the Elementary School This course will focus on teaching language arts as an integrated subject in the elementary school, with emphasis on ways in which children's language knowledge and competence can be fostered through speaking, writing, and literary experiences. 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. Accompanying laboratory required. Admission limited to those students who have been admitted to the Teacher Education Program.

350 Mathematics in the Elementary School .5 unit 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. Accompanying laboratory required. Prerequisites: EDUC 301, 302. MATH 106 or equivalent. Admission limited to those students who have been admitted to the Teacher Education Program.

351 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.

359 Curriculum and Methods in the Secondary Schools 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 350. Prerequisites: EDUC 301, 302. Admission limited to those students who have been admitted to the Teacher Education Program.

360 Reading in the Secondary School .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.

369 Educational Drama This course is an introduction to concepts of drama as a medium for learning in elementary and secondary classrooms. Personal involvement in exercises and activities which illustrate drama in education. Emphasis on sensory awareness, creativity, and on ways in which questioning, teaching in role, and literature can be employed in problem-solving situations. Includes practice in leading a group to learn management techniques. Prerequisite: EDUC 301 or instructor permission.

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


401 Student Teaching: Elementary 2-3 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. The 2-unit option is limited to those students doing a second-level student teaching.

402 Student Teaching: Secondary 2-3 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. The 2-unit option is limited to those students doing a second-level student teaching.

403 Student Teaching: Music 2-3 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. The 2-unit option is limited to those students doing a second-level student teaching.

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.

410 Professional Issues 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.

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

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

413 Classroom Teaching and Learning Course designed to explore assumptions and beliefs regarding teaching and learning and to consider the ways scholars of different persuasions have approached them. Intended to explore ways in which teaching methodologies, classroom management and curriculum issues interface. Required for admission to M.A.T. Prerequisite: EDUC 411 and 412, or concurrent enrollment.

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.


Education

420 Classroom Discipline .5 unit A course designed to examine the effectiveness of Teacher Effectiveness Training, Transactional Analysis, Reality Therapy and Assertive Discipline as tools for classroom discipline. Prerequisite: EDUC 401/402 and 410 or simultaneous enrollment in either.

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

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

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

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

495/496 Undergraduate Independent Study .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: John Foulkes
Committee: Carol Smith, Mathematics and Computer Science; H. James Clifford, Physics; Al Eggers, Geology; L. Curtis Mehlhaff, Chemistry
Program Assistant: 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 the required coursework at both institutions, the student receives two bachelor’s degrees, one from the University of Puget Sound for the core and major covered by our coursework, and the second from the Engineering School in the discipline covered by their coursework. Should the student not transfer at the end of three years, he or she would 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, Boston University, Duke University, and the University of Southern California.

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 admission after undergraduate preparation has been attained—similar to medical school and law school admissions. Students interested in learning more about the program are invited to contact Dr. John Foulkes, Physics Department, or Linda Critchlow, Pre-Engineering Assistant.
To obtain a degree from the University of Puget Sound, the 3-2 student must complete at least 16 units in residence, and have credit for 24 units prior to transferring to Engineering School. These units must cover Puget Sound core requirements and the courses needed to fulfill the requirements of the student’s major. In order to meet the 32 units required for graduation, up to eight units of engineering credit are accepted as elective coursework towards the student’s degree. Credits for core requirements cannot be transferred back from the Engineering School.

In addition, to qualify for entry into an engineering school, the student must complete coursework which the engineering school requires. Much of this coursework the student will complete to qualify for a major at Puget Sound. Whether they fall within the major or not, the student must 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

*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; Michael Curley; Robert Garratt; Tim Hansen; Florence R. Sandler

Associate Professor: LeRoy Annis; Ralph Corkrum; Peter Greenfield, *Chair*; Beth Kalikoff (on leave Fall 1989); Hans Ostrom

Assistant Professor: Denise Despres; Laura Laffrado; Steven Schneider

Instructor: Beverly Conner; Keith James; Julie Neff; Ann Putnam; Dana Ringuette; Mary Turnbull

**About the Department**

The Department of English offers courses leading to a Bachelor of Arts degree, with emphases in literature or writing. The emphasis in literature provides both a general background and an opportunity to specialize in British or American traditions. The emphasis in writing includes introductory and advanced work in poetry, short fiction, drama, composition, rhetoric, and professional writing. Both the literature and the writing emphasis are grounded in a required three-course survey of British and American literature, and both develop the ability to analyze and interpret various kinds of literary and critical texts.
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
(10 units within the department, plus 2 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: 10 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. Advanced Literature: 3 units from the following*, at least one from each category
   A. ENGL 421, American Literature: 1620-1776
      ENGL 448, Medieval Literature
      ENGL 450, The English Renaissance
      ENGL 453, Milton and His Contemporaries
      ENGL 456, The Age of Wit
   B. ENGL 422, American Literature: Revolution to Civil War
      ENGL 423, American Literature: The Civil War to WWI
      ENGL 424, American Literature Since WWI
      ENGL 457, The English Romantics
      ENGL 458, Victorian Literature
      ENGL 459, Edwardian Literature
      ENGL 470, Modern British Literature
   C. ENGL 435, Literature and Gender
      ENGL 462, Literary Genre: Poetry
      ENGL 463, Literary Genre: Drama
      ENGL 464, Literary Genre: Prose (Fiction)
      ENGL 465, Literary Genre: Prose (Nonfiction)
*One or two courses from Advanced Literature courses in Foreign Languages may be substituted.
IV. Literary Theory: ENGL 414, The History and Tradition of Literary Criticism
V. Upper division Writing: 1 unit from the following:
   ENGL 301, Writing and Rhetoric
   ENGL 304, History of the English Language
   ENGL 309, Feature Writing
   ENGL 400, Writing Institute
   ENGL 402, Advanced Creative Writing: Fiction
   ENGL 403, Advanced Creative Writing: Poetry
   HIST 350, American Transcendentalism (Intensive Writing)
Writing Emphasis: 10 unit requirement
I. Surveys: ENGL 241 & 242 (British Surveys) and 243 (American Survey)

II. Upper-division Literature: 1 unit from the following:
   - ENGL 351, 352, Shakespeare
   - ENGL 359, Chaucer
   - ENGL 360, Major Authors
   - ENGL 414, The History and Tradition of Literary Criticism
   - Any 400-level literature course

III. Creative Writing Emphasis (6 units)
   A. 4 units, two of which must be at the 400 level.
      1. ENGL 202, ENGL 402 Writing Fiction
      2. ENGL 203, ENGL 403 Writing Poetry
      3. ENGL 204, Introductory Creative Writing: Playwriting
   B. 2 units, one from each of the following categories
      1. ENGL 201, Intermediate Composition
      2. ENGL 301, Writing and Rhetoric
      3. ENGL 309, Feature Writing
      4. HIST 350, American Transcendentalism (Intensive Writing)

IV. Professional Writing Emphasis (6 units)
   A. Three units from the following, one of which must be at the 300 level
      1. ENGL 201, Intermediate Composition
      2. ENGL 209, Introduction to Newswriting
      3. ENGL 301, Writing and Rhetoric
      4. ENGL 309, Feature Writing
      5. HIST 350, American Transcendentalism (Intensive Writing)
   B. ENGL 400, Writing Institute and ENGL 497, Writing Internship (2 units)
   C. One unit from the following
      1. ENGL 202, Writing Fiction
      2. ENGL 203, Writing Poetry
      3. ENGL 204, Introductory Creative Writing: Playwriting

Ancillary Courses (2 units)
Students must take two ancillary courses, one each from two of the three categories below. Ancillary courses are intended to support the student’s program within the major by providing an understanding of literary and intellectual contexts of English and American literature, criticism, and rhetoric. Students with little knowledge of the Greco-Roman classics or the Bible should take courses in those areas. Students who are confident of their knowledge in one or both of these areas may choose courses in European philosophy, Eastern religions, or world literature.

I. Classics
   - Art 321
   - Classics 210, 211, 212, 222, 301
   - Greek 101, 102
   - History 211, 212, 307, 308
   - Honors 201, 202
   - Humanities 100, 101
   - Latin 101, 102
   - Philosophy 215, 361

II. Philosophical and Religious Contexts
   - Philosophy 219, 252, 317, 366, 388
   - Religion 251, 252, 261, 330, 331, 365

III. World Literature
   - Foreign Languages 301, 311, 400, 401, 402, 403, 404, 480
   - Humanities 106

There is no time limit on courses applicable to an English major.
Minor Requirements

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

Writing Emphasis: 5 units
I. Creative Writing Emphasis
   A. Three of the following (at least one of which must be at the 400 level): 202, 203, 204, 402, 403; 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.

There is no time limit on courses applicable to an English minor.

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 further develop their confidence and competence in writing. This course builds on the skills developed in English 101, including work on grammar and usage, organization and development of ideas, structuring of sentences and paragraphs, and construction of essays. Special attention will be given to the rhetorical situation, to the writing of clear, concise prose, and to the individual needs of the students. 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, American Transcendentalism: Intensive Writing.

202 Introductory Creative Writing: Fiction  This course offers an introduction to the theory and practice of writing short fiction. Students write several short stories and present them to the class in a workshop format. The class also involves the reading and analysis of British, Irish, American, Canadian, and Continental short stories. 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, Canadian, and American poetry from several literary periods. Students may also be required to attend poetry readings on campus. Satisfies Fine Arts core requirement.

204 Introductory Creative Writing: Playwriting  This course introduces the techniques and tools needed for writing plays that are dramatic and stage-worthy. The class explores problems of writing for the theatre, such as the use of space, the auditory and visual natures
of performance, and the process of audience reception in a linear time-frame. Students are introduced to a range of modern dramatic literature and to methods of analyzing their own work and that of others. Also CTA 279.

209 Introduction to Newswriting  In this course students learn the criteria for news and how it gets reported. The daily newspaper is an important text. Students are introduced to journalistic style and practice the techniques and forms used by newswriters. Each student writes a number of news stories—including some coverage of campus events. By the end of the term, students should be comfortable with basic newswriting formats and also have a good understanding of journalistic ethics and the role of the press in a free society.

220 Introduction to Literature  This course examines literature as a particular kind of human creative expression. It also explores 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, this course explores 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.

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 Literature by Women  This survey course explores the tradition of literature by women from the Medieval period to the present. Students will examine the patterns, themes, and purposes of women's literature, attending to the way the writing supports or subverts western traditions. Writers discussed may include Kempe, D'Angouleme, de Layfayette, Behn, Austen, Beecher Stowe, Eliot, Woolf, Hong Kingston, and Morrison. Satisfies the Humanistic Perspective core requirement.

237 Popular Literature  This course studies mystery stories, romance, westerns, counterculture literature, propaganda, and science fiction. The course examines how popular literature draws upon a rich and complex tradition of theme, genre, language, character.

241 Survey of British Literature I  This course surveys British literature from its beginnings to 1750. Students examine the traditions and genres of Medieval, Renaissance, Restoration and Eighteenth-Century writers. They will also study the cultural and historical contexts of great works and improve their skills at literary analysis. Writers discussed will include Chaucer, Spenser, Shakespeare, Milton, Swift and Pope. Satisfies the Humanistic Perspective core requirement.

242 Survey of British Literature II  This course surveys British literature from 1750 to the modern period. Students examine the traditions and genres of Eighteenth-Century, Romantic, Victorian, Edwardian, and Modern writers. They will also study the cultural and historical contexts of great works and improve their skills at literary analysis. Writers discussed will include Blake, Wordsworth, Shelley, Austen, Browning, Arnold, and Woolf. Satisfies the Humanistic Perspective core requirement.

243 Survey of American Literature  This course studies American literature from the Colonial period through the 20th Century against the background of literary, intellectual, political, and social history. Students examine tensions between the self and the community, ideals and experience, and minority and majority cultures. General topics include literary periods, distinctly American themes, the development of American culture, and gender issues. Includes authors such as Franklin, Hawthorne, Beecher Stowe, Melville, Clemens, Dickinson, T.S. Eliot, Faulkner, and others.

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.

267 Form and Perspective: Literature as Art This course offers study and practice in reading, interpreting, and responding critically to the literary text as a work of art. Organized by theme or topic, this course focuses on the technique and method of literary expression in order to gain understanding of how form gives perspective to the artist’s material. Satisfies Fine Arts core requirement.

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

304 History of the English Language A study of the phonology, vocabulary and grammar of the English language, tracing it from its Anglo-Saxon roots to its modern status as a world language. Language change will be examined in the context of cultural change, and the course may investigate such contemporary concerns in linguistics as theories of grammar, dictionary usage, and bilingual education.

309 Feature Writing Students write a variety of feature articles, including profiles, informational features, and dramatic nonfiction. Emphasis is placed on learning story structures and essential feature writing techniques. Students will also write a query letter and submit an article for publication. Guest writers and editors address the class about the process of publishing feature articles.

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.

335 British Women Novelists Women writers have played an important part in the development of the novel; the domestic settings and concern with the protagonists’ emotional and moral lives made it a sympathetic genre when the theatre and poetry were considered more public fields. We shall look specifically at the importance for women writers of the heroine’s quest for her own values and direction. Students will be asked to read six novels and some critical background. Taught only as part of the ILACA London program.

350 Elizabethan Non-Dramatic Poetry Elizabethan England produced some of the greatest poetry in our language. This course will aim to acquaint you with the major genres and writers. Slides and visits will be used to indicate something of the aesthetic values of the age, its representational methods and its ideas about the relation between art and political power. Taught only as part of the ILACA London program.
351/352 Shakespeare  A study of Shakespeare's plays (6-10) and selected criticism. 351 focuses on Shakespeare's career before 1601, 352 on his career after 1601. Close and critical reading will emphasize the metaphoric power of Shakespeare's poetry, the rhythms established within character and plot, the patterns of imagery, the symbolic actions that reinforce theme and story line, the practical considerations of stagecraft, and the emergence of dominant ideas.

353 Shakespeare as Literature  This course will examine various types of Shakespeare's writing including sonnets, histories, comedies and tragedies. The focus will be on the intellectual background and structure of the works. Trips to theatre productions of Shakespeare's plays are also scheduled. Taught only as part of the ILACA London program.

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  This course studies in depth the works of selected major writers. Although the focus is on the works themselves, authors' biographies, their place in literary history, and their influence on later writers are also examined. Indirectly, the course also investigates the process whereby certain writers gain "major" status. Such writers as Woolf, Dickinson, Wordsworth, Faulkner, the Brontës, Melville, Yeats, and Dostoevski may be studied. Sometimes the course will study two writers whose careers are significantly related. 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 only as part of the ILACA London Program.

366 The Four-Gated City  In the 19th and 20th centuries, the city has been defined as the bad opposite of the country—a brick place rather than a green place. Simultaneously, it has begun to appear as the place of new, of possibility in human beings. This literature course seeks to raise issues which are still fundamental—the city as environment, the state and its function in our lives, and the relationship between men and women. Taught only as part of the ILACA London Program.

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 Nature and Naturalists in England: Medieval to Modern  The place of England in the development of natural history is paramount, culminating in the figure now universally identified as the founder of the modern use of nature, Charles Darwin. This will not be, however, a course that merely traces the evolution of modern perspective in biology. One main emphasis will be the study of Darwin and his immediate progenitors, the English country gentleman. Taught only as part of the ILACA Watford program.

369 Special Topics  This elective course is designed primarily for English majors. Topics will vary with each instructor; they include The Journey as a Motif in Literature, Pacific Northwest Writers, Literature of the Vietnam War, American Indian literature, and the Novels of World War II.
370 Twentieth Century Literature This course is intended as a comparative values course for non-majors. Students read from at least three national literatures in order to investigate cultural likeness and difference, the impact of events, and colonialism and international conflict. Through this process, students are encouraged to examine and clarify their own values. Authors and national literatures may include Fitzgerald (American), Dinesen (Danish), Camus (French), Fowles (British), and Han (Chinese). Satisfies the Comparative Values core requirement.

371 Public Life and Private Passion: Women Novelists from 1845-1865 The aim of this course is to understand the moral and social issues relevant to the period 1845-1865, with particular regard to a woman’s role, and the potential tensions which arose between a woman’s personal impulses and the expectations of contemporary society. It will also be an opportunity to sample some of the very different kinds of novels which women produced: some undisputed “works of literature,” others more representative of “popular” taste. Taught only as part of the ILACA Watford program.

400 The Writing Institute This course is for advanced writers who plan to pursue careers as professional writers. The course introduces students to the wide variety of professional writing opportunities created by the Information Age. The class includes workshops on desktop publishing, editing, technical writing, feature writing, and public relations. Students write in a variety of forms with an eye towards compiling a portfolio. Throughout the semester guest presentations are made by professional writers. Prerequisites: ENGL 209 or 309, plus one additional writing course to be selected from ENGL 201, 209, 301, 309, or History 350. Permission of the instructor required.

401 Contemporary Rhetoric This course explores issues and problems in contemporary rhetoric and the teaching of writing. It is designed chiefly for prospective, new, and experienced teachers of writing. Major topics of the course include developments in discourse theory, the writing process, the politics of literacy, collaborative learning, and designing a course. Prerequisites: English 101 and one other course in writing.

402 Advanced Creative Writing: Fiction This course offers advanced studies in the writing of short fiction. Students write and revise several stories in a workshop format, and they produce an essay that examines their developing notions about the short-story form. The course also includes the reading and analysis of British, American, Irish, Canadian, and Continental short stories, and it involves a study of the theory of short fiction. Prerequisite: 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, Canadian, 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 course looks at the historical development of the literary theory and criticism from the time of the ancient Greeks to the present. It examines classicism, neo-classicism, romanticism, modernism, and post-modernism.

421 American Literature: 1620-1776 This course explores the literature of colonial New England from the establishment of the Plymouth Plantation (1620) to the secular and pragmatic writings of Benjamin Franklin. Using poems, histories, journals, sermons, autobiographies, letters, and essays, we will look closely at the tension between the individual and the community, the political (male) and the domestic (female), the secular and the spiritual, and trace the influence of Puritan thought on American culture and history. Authors will include Bradford, Winthrop, Bradstreet, Mather, Franklin, and others.
422 American Literature: Revolution to Civil War  This course will focus on the classic period in American literature from about 1820 to 1860 and on the development in those years of a modern American culture. Students will closely analyze texts in order to consider the authors' attempts to articulate or create an American culture, to separate America from Europe, to question or reinvent American history, to explore the relation between mind and nature, and, ultimately, to define America. We will read works by elite and popular writers of the time such as Irving, Fenimore Cooper, Fuller, Beecher Stowe, Hawthorne, Melville, Dickinson, and others.

423 American Literature: The Civil War to WWI  After the Civil War, many prominent American writers viewed America as a place that had changed significantly and irrevocably. We shall explore issues of realism and naturalism in a post-war America, social concerns, urbanization, industrialization, and the identity of America and male and female Americans. We will read works by Dickinson, Crane, Clemens, Orne Jewett, Wharton, James, DuBois, Adams, and others.

424 American Literature Since WWI  In this course, students investigate American writers' response to the central issues of the 20th Century, including alienation and self-consciousness, war and peace, race and gender, and conflicts between American mythologies and individual experience. Writers confront readers with the consequences of American beliefs and present alternatives and counter-statements to them, often using unconventional literary forms. Authors include T.S. Eliot, Stevens, Hemingway, Moore, Ellison, and del Vecchio.

435 Literature and Gender  This course explores the dynamics of gender in literature. Students will analyze literary texts to raise questions about the intellectual, social, cultural, political, and philosophical contexts from which they emerge. Issues discussed will include sexual politics and power; the relation of imperialism and racism to questions of gender; and the influence of gender on writing as an act of self-determination. Students will read works by Gordiner, Walker, Hong Kingston, and others. Prerequisites: ENGL 235, 241, 242, or 243.

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 milieus.
The English Romantics This class considers the prose and poetry of late 18th and early 19th century English writers, including Blake, Wordsworth, Coleridge, 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.

Victorian Literature This class investigates the fiction, poetry, drama, and essays written from 1832 to 1901. It also examines the social, cultural, and political contexts that inform Victorian texts. Students will read works by Tennyson, Browning, Arnold, the Rossettis, the Brontés, Dickens, Eliot, Mill, Carlyle, and Darwin.

Edwardian Literature A survey of important English literary artists from the latter part of the 19th century to World War I. Students will study a range of critical methodologies that will help them explore canonical and noncanonical works. Emerging themes of decadence, anarchy, women’s rights, socialism and aesthetics are investigated in such authors as Hardy, Bennett, Conrad, West, Shaw and H. G. Wells.

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.

Literary Genre: Poetry

Literary Genre: Drama

Literary Genre: Prose (Fiction)

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.

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.

Independent Study

The Writing Internship This course has two components—fieldwork and classwork. Students work as writing interns in advertising, public relations, journalism, television, and in other areas. The classroom component is conducted as a senior seminar. Students make presentations on a variety of topics, discuss internship experiences, and receive information on publishing and professional writing. Prerequisite: ENGL 400 and consent of instructor.

Foreign Languages and Literature

Professor: Esperanza Gurza; Michel Rocchi, Chair
Assistant Professor: Dan Ciouse; Kent Hooper (on leave Spring 1990); David Tinsley
Instructor: Lo Sun Perry; Steven Rodgers; Judith Tyson

About the Department

The faculty believes that a sympathetic understanding of at least one foreign culture through its language is an essential part of a liberal arts education. In this aim, the University offers a strong program in the Department of Foreign Languages and Literature. Instruction is provided in three main European languages, French, German and Spanish; and two Asian languages, Chinese and Japanese, with Greek and Latin as well. Faculty members are
specialists in the literature and culture of their target language and are either native or have spent considerable time in the foreign countries of their teaching. Courses in the department use a variety of methods that provide instruction in communication skills, cultural awareness, literary analysis and historic perspective. The department is fully committed to the concept of study abroad and our students are strongly encouraged to participate in our sponsored semester programs in Dijon, France and Taiwan, or the year programs in Tokyo, Japan and Passau, West Germany. Details of these programs may be obtained from Department advisors. Individual inquiries for other study-abroad programs are available at the Office of Advising and Study Abroad.

Language House Program
The department faculty supports the learning concept of a residential atmosphere and encourages students to participate in the special living-language program. Students have the opportunity to live in University owned houses on campus and communicate in the target language within a small group environment.
Films, records, opera, plays, multi-lingual conversations, ethnic cooking and excursions are inherent parts of the program. For further information and application deadlines contact Michel Rocchi, Director of the Language House Program.

Requirements for the Major
BA Degree in French, German, or Spanish: 12 units
1) Completion of nine units on the 200 level or above [4 u. must be on the 300/400 level].
2) Completion of one unit of FL 305 or 465.
3) Completion of one unit of Introduction to FL 305 or ENGL 414.
4) Completion of one unit of literature in translation, offered by the department, or any literature course in the English on 400 level.

BA Degree in Foreign Languages/International Affairs: 14 units

Language Component: 8 units
On the 200 level or above, to include: 240 and 2 units on the 300/400 level. All 8 units must be in French, German, or Spanish. See below for Asian language option.

International Politics: 3 units
P&G 202 or 203 and any 2 units of the following in consultation with department advisors:
P&G 321; 322; 324; 328; 330; 331; 332; 336; CSOC 340.

International Business and Economics: 3 units
ECON 100 (Macro) and any 2 units of the following, in consultation with department advisors:
ECON 371 (prereq. Econ 101); BPA 370; 371; 372; 373; 470; 475.

Asian Language Option: 8 units of Asian concentrations as follows:
Chinese: 4 units of Chinese from the following: 101, 102, 113, 201, 202; 1 unit from 213 or 230;
1 unit ASIA 144; 2 units from the following, in consultation with department advisors: HUM 106; HIST 245; HIST 346; P&G 323; P&G 333.

Japanese: 5 units of Japanese (102, 201, 202, 301, and 302); 1 unit ASIA 144; 2 units from the following, in consultation with department advisors: HUM 106; HIST 247; HIST 348; P&G 323; REL 234.

Teaching Certification
Foreign Language majors electing to teach may do so by satisfying the requirements of the School of Education for the state teaching certificates. Details and requirements may be obtained from the School of Education.
Foreign Languages and Literature

Requirements for the Minor: 5 units
French, German, and Spanish: Completion of a minimum of five units in one language at the 201 level or above. One unit must be at the 300 or 400 level. Japanese: Completion of 5 units—102, 201, 202, 301, and 302. Chinese: Completion of 3 units from 102, 113, 201, 202; 1 unit from either 213, or 230; and 1 unit from either REL 232 or HUM 106.

Note: The Foreign Languages and Literature Department reserves the right to exclude a course from a major or minor based on the age of the course.

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

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

Foreign Language coursework completed at other accredited institutions may be accepted toward major areas of concentration, up to the following maximums and conditions:

Major in French, German or Spanish—four units maximum.

Five units in the target language must be taken in residence; two of which must be on the 300/400 level.

Major in Foreign Language/International Affairs—four units maximum.

Two for the language component, only one of which may be on the 300/400 level; two units toward the non-language courses.

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

Minor in Chinese or Japanese—consult the department concerning transfer work to be applied towards the major or minor.

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.

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

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

Foreign Language: (Taught in English)

265/465 Aspects of Language The study of the complexity of language, its evolutionary characteristics, and the ability to use it effectively. FL 265 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.

390 Expressionism in Literature and the Visual Arts Study of the prevalent thematic and formal tendencies common to German expressionist literature and visual art (including film). The political activism—the criticism of contemporary civilization and its values—as well
as the formal innovations—the tendency toward stylization, abstraction, or non-objectivity—will be explored in the works of major expressionists such as the writer Franz Kafka, the dramatist Georg Kaiser, the graphic artist George Grosz, the painter Wassily Kandinsky, the sculptor Ernst Barlach and the film directors Fritz Lang (Metropolis) and Robert Wiene (The Cabinet of Dr. Caligari). Satisfies Fine Arts Core requirement.

391 The Individual in Modern Society: The German Novel 1924-1974 Exploration of the quandary of the individual in modern society, as depicted by the greatest German novelists of the twentieth century focusing upon the theme of alienation in all of its forms.

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

Chinese

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

113 Intensive Chinese An intensive elementary/intermediate course on Mandarin grammar, vocabulary 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 the summer, as part of the Tunghai, Taiwan Language program. Prerequisite: Chinese 102.

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

213 Intensive Advanced Chinese An intensive intermediate/advanced course on Mandarin grammar, vocabulary 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 the summer, as part of the Tunghai, Taiwan Language program. Prerequisite: Chinese 202

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

French

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 also will be required. This course will normally be offered during the summer session.

201/202 Intermediate French Review of grammar, oral and written composition, readings of contemporary authors. 201 and 202 are sequential courses; 201 offered fall term only. 202 satisfies the Oral Communication core requirement.


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

250 Culture and Civilization of France Readings, writing and discussions based upon civilization and culture of France.
Foreign Languages and Literature

301 Introduction to French Literature I Introduction to methods of close reading of French literature from its beginnings to the death of Louis XIV, with emphasis on the literary and social ideas of the periods.

311 Introduction to French Literature II A study of the major genres of French literature from the revolution to the modern days through techniques of close literary analysis.

401 Medieval and Renaissance 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.

402 17th and 18th Century French Literature An intensive study of the major authors of French Classicism and Enlightenment.

403 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.

404 20th Century French Literature An intensive study of the major themes, forms and techniques in modern French literature.

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

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 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 the 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. 202 satisfies the Oral Communication core requirement.

230 Advanced German Emphasis on syntax and conversations. Deals with fundamentals of composition, problems in language, translation, and advanced grammar.

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

250 Culture and History of Germany Readings, writing and discussions based upon civilization and culture of the German speaking countries.

301 Introduction to German Literature I Introduction to methods of close reading, focusing upon great works of German literature from its beginnings through Classicism with emphasis on literary and social history.

311 Introduction to German Literature II A study of the major genres of German literature from the 1790's to the present through techniques of close literary analysis.

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

402 Romanticism Emphasis on short prose fiction, theoretical essays and lyric poetry and on the social, political and philosophical history of the early-to-mid 19th century.
403 Novelle  The history, theory, and development of the literary genre Novelle, featuring some of the more bizarre and fascinating works of the greatest German authors. Emphasis upon the function and limits of genre in literary analysis.

404 Modern Literature  Examinations of individual visions and reactions to the general context of cultural crises in 20th century Germany.

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 and a reading of selections from Euripides’ Alcestis.

Japanese

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

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 inter- mediate aural, oral, reading and writing skills. 201 and 202 are sequential courses; 201 offered fall term only.

230 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.

301/302 Third Year Japanese  Consolidation of grammatical forms previously studied and further development of aural, oral, reading, and writing skills. 301 and 302 are sequential courses; 301 offered Fall term only. 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

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 also will be required. 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. 202 satisfies the Oral Communication core requirement.
Foreign Languages and Literature

230 Advanced Spanish Emphasis on general syntax and conversation. Deals with problems in language, translation, and advanced grammar.

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

250 Hispanic Culture and Civilization Readings, writing and discussions based upon the civilization and culture of the Hispanic world.

301 Introduction to Spanish Literature Methods of close reading of Spanish literature through a study of selected masterpieces.

311 Contemporary 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. Prerequisite: FL 300 or SPAN 301 or ENGL 414.

401 Medieval Literature Study of masterpieces of Spanish literature from its origins to 1500 AD. Satisfies the Comparative Values core requirement. Prerequisite: FL 300 or SPAN 301 or ENGL 414.

402 The Golden Age of Spanish Literature Survey of the Spanish Golden Age with in-depth study of selected masterpieces. Prerequisite: FL 300 or SPAN 301 or ENGL 414.

403 18th & 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. Prerequisite: FL 300 or SPAN 301 or ENGL 414.

404 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. Prerequisite: FL 300 or SPAN 301 or ENGL 414.

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. Prerequisite: FL 300 or SPAN 301 or ENGL 414.

Geology

Professor: J. Stewart Lowther
Associate Professor: Albert A. Eggers, Chair
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, Columbia River, Puget Lowlands, and Plateau), computer applications in geology, sedimentary processes (Puget Sound), glacial and Pleistocene geology (Puget Lowland, Colorado Rockies, and the upper Midwest).

Other areas of faculty concern are Paleobotany, Regional geology of North America, Environmental geology, and the application of the scanning electron microscope to geology. Geology majors and faculty have on-going research projects in the Northwest 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, sedimentology laboratory, survey instruments, spectrome-
ter, gravity meter, magnetic susceptibility meter, magnetic separator and thin section machinery. Additional equipment shared in the Science Division include an X-ray diffractometer and spectrometer and a scanning electron microscope. Geology majors also have access to the University computer facilities.

Students graduating in geology enter directly into professional positions or continue their studies at the graduate level. 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, 492, or 495/498 (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;

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

Requirements for the Minor
The minor consists of at least 6 of 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.

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

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 first class meeting. Examples of possible minicourses are World of Water, The Oceans, Volcanos 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 (Physical Geology of North America) This course examines the range of natural environments of North America and the geologic, climatic, and biogeographic basis for this diversity. Focusing on the 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.

110/210 Regional Field Geology This course will focus on one of several geologic provinces in North America in the most direct manner possible—in the field. After an initial lecture orientation, we will explore the rocks, land forms, structures and fossils first hand, and you will learn to make your own observations and interpretations along the way. Each student will become an expert in the geology of a selected area, and will make in-field presentations
to the rest of the class, as well as compiling a field notebook of the features that we examine. GEOL 110 satisfies a Natural World core requirement. Prerequisites: GEOL 101 for 110; GEOL 101 and 102 for 210.

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; rock description and classification; 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, and 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 and Hydrology Detailed study of agents, processes and products involved in landscape development and water movement at the Earth's surface. Special emphasis is on the effect of the Pleistocene (Ice Age) climate on landforms, 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.

495/496 Independent Study Project credit variable up to one unit.
History
Professor: Suzanne W. Barnett (on leave Spring 1990); Terry Cooney; Walter Lowrie; David F. Smith; Theodore Taranovski (on leave 1989-1990)

John B. Magee Professor (Honors): Mott T. Greene
Associate Professor: William Breitenbach, Chair; Jama Lazerow (on leave 1989-1990)
Assistant Professor: Sheldon Anderson; William Barry (Classics); Matthew Levey; Mark Malvasi

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. Business students will gain perspective on the social, political, and economic relationships that shape the world in which they will work.

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 sum, the department's academic requirements and instructional methods are designed to enable students to acquire factual and theoretical material and historical conceptions. More important, it is the department's goal to develop in students an attitude toward learning and intellectual discourse applicable to the demands of any career that they pursue in later life.

Requirements for the Major
1) Completion of a minimum of 10 units in the History Department to include:
   (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) At least four units of the ten required in the History Department must be completed in residence at this University.
5) A GPA of 2.0 is required for the major; only courses in which a student has received a grade of C- or better may count toward the major
6) Any deviation from these requirements must be approved in writing by the Department of History faculty meeting as a whole.
7) The History Department reserves the right to exclude a course more than 10 years old from completing a major requirement.

**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 in writing by the Department of History faculty meeting as a whole.
6) The History Department reserves the right to exclude a course more than 10 years old from completing a minor requirement.

**Notes**
1) Courses in ancient history will be considered part of the European area of emphasis. History 323 may count in either the European or the Asian area.
2) The department advises students who plan to do graduate work in the discipline, especially in European or Asian history, to take at least two years of an appropriate foreign language.

**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 of the Western Experience" analyzes many facets of human endeavor from antiquity to the seventeenth century, primarily from the perspective of an examination of relationships between economic factors and the essential nature of the social, political, and ideological systems of each society studied. Students 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. 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. Satisfies the Historical Perspective core requirement.

217 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 are Schopenhauer, Feuerbach, Marx, Turgenev, Nietzsche, Ibsen, Darwin, Spengler, Ortega, Freud, and Sartre. 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. 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. Satisfies the Historical Perspective core requirement.

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. 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. 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, politi-
cal, 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 Perspective 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. 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. 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 Humanistic Perspective core requirement.

275 America and the World: From Christopher Columbus to Ronald Reagan This course surveys the political, economic, social and cultural context of American foreign policy from "discovery" to the present. What has been America's "mission" in the world? Has America's role been motivated by idealism or self-interest? 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 Columbus's "Enterprise of the Indies," English Colonization of the New World, the Monroe Doctrine, Indian "removal," Manifest Destiny, the Spanish-American War, the Cold War, the Vietnam War, the "New Cold War." Satisfies the Historical Perspective core requirement.

302 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.

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 More, 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 devel-
opments 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.

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.

307 Ancient Empires  This course will provide a broad survey of the Persian, Athenian, and Roman empires. Special attention will be given to the motives that drive imperialism, the legitimation of imperial authority in subject territory, native responses to imperial rule, and the breakdown or "fall" of empires.

308 The City in Antiquity  This course is designed to provide a broad survey of the history of the city in the ancient Near East and the Greco-Roman world. Issues to be considered include the origins of cities in Mesopotamia, Greece, and Italy; the effect of urbanization on economy, politics, and society; the effect of geo-political developments on the city; the relationship between town and country; attitudes towards the city in ancient literature; and the decline of urban civilization in late antiquity.

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.

310 Europe in the 20th Century: 1914-1980  This course will examine the impact of World War I, the depression and the rise of fascism. The experience and the results of World War II and the resurgence of Europe in the post war period will be assessed. Attention will be given to the national history of the major powers in Eastern and Western Europe.

311 The History of Science: Antiquity to the Time of Newton  This course follows the evolution of natural science in the civilizations of the ancient Mediterranean world, beginning with the most ancient (Babylonian, Egyptian) and treating in turn Greek, Roman, Islamic and eventually Western European civilization. The course culminates in a detailed study of the Scientific Revolution of the seventeenth century—concluding the work of Galileo, Kepler, and Newton. The course assumes no knowledge of science beyond that required for admission to the University.

312 The History of Science: Newton to Einstein (1700-1945)  Beginning with the triumph of the mechanical world view, we study the development of natural science as it spread into general intellectual culture in the 18th century, and the emergence of modern physics, biology, chemistry, and earth sciences in the 19th century. In 1988-89, the course will give special attention to the theory of evolution, and the rise of field theory in physics. The course assumes no knowledge of science beyond that required for admission to the University, and does not presuppose knowledge of the material in History 311.

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.
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.

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.


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. 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 1989-90. 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 American Transcendentalism (Intensive Writing) The purpose of this course is to improve writing skills by practicing the types of 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 New England Transcendentalists and their critics. Assigned readings will include Emerson's Essays, Thoreau's Walden, Fuller's Woman in the Nineteenth Century, Hawthorne's Blithedale Romance, as well as other primary source documents on Transcendentalism and the Brook Farm community. The approach will be interdisciplinary, and students with an interest in literature, philosophy, or religion are especially welcome. Previous work in history is not required. 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.

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.
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.

358 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?

359 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.

360 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. Satisfies the Comparative Values core requirement.

361 Pacific Northwest History This course is designed to introduce—particularly to prospective teachers—the major events and personalities in the history of the Pacific Northwest. Readings, lectures, and discussion will examine the uniqueness of the area from a national as well as regional perspective. One overarching theme of the course will be the importance of the natural environment to the area’s economic and cultural development.

362 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. Satisfies a Society core requirement.

363 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.

364 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 ethnic groups to define
History

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.

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 Women and Social Change in the U. S. Before 1880 Women’s experience in North America will be explored in the context of demographic, economic, political, and cultural changes from the period of English colonization to the late 19th century. Both the myths and reality of women’s lives will be studied in relation to changes in the family, the market, political action, and personal consciousness. Satisfies a Society core requirement.

375 Women and Social Change in the U.S. Since 1880 This course takes on a three-fold task: 1) to explore how basic demographic, socio-economic, and cultural transformations in the U.S. over the last century have differentially affected women’s lives; 2) to examine how these social structural changes have periodically given rise to “women’s movement” activism—or the commitment of some women to act collectively to change social conditions perceived to be constricting or oppressive to women—as well as to collective or institutional efforts to counter such a movement; and 3) to explore the various strands of 20th century feminism, a cultural tradition made up of beliefs, ideas, and values which originates from the same material conditions and influence and overlaps with the organized actions of the “women’s movement” above, but which has its own separate and complex “life.” Satisfies the Comparative Values core requirement.

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. Satisfies the Comparative Values core requirement.

391 Research Seminar in Historical Method This course is a practicum in the methods and techniques of historical research and writing. Students will undertake independent research in primary source materials and complete an advanced research paper. The content varies with instructor and may have European, American, or East Asian emphasis.

392 Meaning in History This course examines topics in speculative and critical philosophy of history; the evolution of history and historical thought; and 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: W. Barry, Classics; F. Cousens, English; M. Curley, English; R. Garratt, English; L. Grunberg, Comparative Sociology; D. Lupher, Classics; J. Evans, Physics; M. Greene, Honors

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 three-year curriculum for freshmen, sophomores, and juniors which focuses upon major written works and original thinkers of the Western Intellectual tradition, from Greco-Roman classics to modern scientific revolutions. In the junior and senior years the Honors curriculum also 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 (300-400 level) 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, 204, 205 and 400;
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 (300-400 level) Honors elective course from a list appearing annually in the class schedule;
3) 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 This course aims to introduce students to the works of a number of great historians from ancient Greece to the Enlightenment. Exposure to the texts of such historians as Thucydides, Bede, and Gibbon will allow students to gain a better understanding of the process of change and continuity in the values and institutions of Western civilization. The course concentrates on the differing methods of historical inquiry and poses larger questions about how cultures construct and reconstruct their past. Satisfies the Historical Perspective and half the Written Communication core requirements. 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 exploration of literary texts which have established themselves at the heart of the Western tradition. As we study the theme of the quest and the spiritual journey in these works, we shall find ourselves engaged on a journey from East to West over several millennia: from the ancient near East to twentieth century Dublin. Among the questing heroes whom we shall be meeting are the Sumerian Gilgamesh, Moses and his fellow Israelites, Odysseus, Aeneas, Dante, Hamlet, Faust, and Leopold Bloom. Honors 202 may be taken as one of the required courses for the major or minor in English. Satisfies one half the Written Communication and the Humanistic Perspective core requirements. Prerequisite: Admission to the Honors Program.

203 The Natural World A study of the development of attempts by scientific thinkers to understand and explain the universe. The central theme is the development of astronomy and physics, but some mention is made of corollary studies in mathematics and other sciences. A major portion of the course is devoted to the scientific revolution of the 17th century and the work of Kepler, Galileo, and Newton. Another major portion concerns the development of 20th century physics, concentrating on relativity and the quantum theory as devel-
Honors Program

... opened by Einstein, Bohr, Heisenberg, and others. Satisfies a Natural World core requirement. Prerequisite: Admission to the Honors Program.

204 Quantification: Foundations of Geometry This course will present a rigorous treatment of the foundations of Euclidean geometry and an introduction to non-Euclidean geometry. The discovery of non-Euclidean geometries shattered the traditional conception of geometry as the true description of physical space. This discovery led to a revolution in geometry as scientifically profound as that of the Copernican revolution in astronomy. Students will learn the history and foundations of geometry by actually proving theorems based upon Hilbert's axioms for geometry. Emphasis will be placed upon logic, the axiomatic method, and mathematical models. Satisfies quantification core requirement. Prerequisite: Admission to the Honors Program.

205 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 basis of social order and social change. The works selected will span the period from the Renaissance to the twentieth century. Honors 205 may be taken as the equivalent of CSOC 295, Social Theory, by students who major or minor in Comparative Sociology. Satisfies a Society core requirement. Prerequisite: Admission to the Honors Program.

400 Comparative Values A study of values of the natural sciences in the modern age, and their relationships to the ethical, intellectual and aesthetic values of the civilization at large. Texts include scientific, philosophical, and literary explorations of these themes, highlighting particularly cases in which the practice of science throws science and civilization into conflict. Honors 400 is a major elective in the Department of Philosophy. Satisfies the Comparative Values core requirement. Prerequisite: Admission to the Honors Program.

Humanities

Coordinator: Walter Lowrie, History
Advisory Committee: 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-relationship 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.
Humanities

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.

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 Florence Sandler (English) or Walter Lowrie (History).

Law

School of Law
Dean: James E. Bond

The University of Puget Sound School of Law, founded in 1972, is accredited by the American Bar Association and the Association of American Law Schools, specialized accrediting bodies recognized by the Council on Postsecondary Education and the United States Department of Education. The program accredited is the first professional law degree at the Juris Doctor level. Details 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.
Learning Skills

Course Offerings

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.

95 Science Math Survey no credit This course is designed to strengthen a student’s math skills in the areas that are necessary for success in various science courses. Topics will include equation solving, trigonometry, logarithms, metrics, geometry, and graphing.

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 to 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, assessing learning styles, reading and studying textbooks, improving memory skills, and taking tests.

Mathematics and Computer Science

Professor: Thomas A. Davis; Jerrill Kerrick; R. Bruce Lind; Robert Matthews; John Riegsecker; David Scott; Carol Smith (on leave Spring 1990); Ronald L. VanEnkevort, Chair
Associate Professor: Somesh Bagchi; Robert Scott Fowler
Assistant Professor: Robert A. Beezer; Jordan Brower; Bryan A. Smith
Instructor: Nancy Acree; Tammy Anderson; David Hanks; Rosemary Hirschfelder; Charles Hommel; Matthew Pickard; Alison Radcliffe; 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 and a network of Apollo DN3000 and DN330 workstations, providing a diverse collection of programming languages, software packages, and software development tools in support of coursework and student research in computer science. In addition, students taking CSCI 281 (Assembly Language & Machine Organization) and CSCI 382 (Operating Systems) use the resources of an extensive microcomputer laboratory. The microcomputer laboratory includes two PDP 11/24 minicomputers, supporting time-sharing and a variety of languages and software development tools under the RSX and Ultrix operating systems, a SAGE microcomputer, and three 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 (300-400 level) mathematics courses;
4) CSCI 161, or equivalent;
5) Maintain a cumulative grade-point average of at least 2.0 in the upper division (300-400 level) 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, and one more upper division mathematics course;
3) CSCI 161, 261;
4) Maintain a cumulative grade-point average of 2.0 in the upper division (300-400 level) mathematics courses.

Requirements for the Bachelor of Science in Computer Science/ Mathematics
1) Computer Science—Required: CSCI 161, 261, 281, 361, and 362.
   Electives: Two units to be taken from CSCI 315, 382, 391, 431, 455, 461, 481, MATH 310.
2) Mathematics—Required: MATH 121, 122, 221, 232, 371, 332 or 433.
3) Maintain a cumulative grade-point average of 2.0 in the upper division (300-400 level) courses in Mathematics and Computer Science.

Requirements for the Bachelor of Science in Computer Science/ Business
1) BPA 203, 204, 330 or 340 or 350, 402, and 469;
2) CSCI 161, 255, 261, 281, and 455;
3) ECON 100, 101;
4) MATH 132, 258, 271;
5) One unit from C&TA 101, 200, 202, 204, 303, 360, 460, ENGL 201 or 209;
6) Maintain a cumulative grade-point average of 2.0 in the required courses in Business and Computer Science.
Mathematics and Computer Science

Requirements for the Minor in Computer Science
1) Three units to include CSCI 161, 261 and 281;
2) Two units from CSCI 255, 315, 361, 362, 382, 391, 431, 455, 461, 481, MATH 310;
3) Maintain a cumulative grade-point average of 2.0 in the five units.

Note: Although there is no restriction on how old a course can be and still apply to a major or minor, students who plan to use a course that is several years old as a prerequisite for a current course should consult the instructor to determine if they are adequately prepared.

Course Offerings/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.

103 For All Practical Purposes This course is designed as an answer to the question “What would you teach students if they took only one semester of math during their entire college career?” It includes topics from management science, statistics, social choice, the geometry of size and shape, and mathematics for computer science. These topics were chosen for their basic mathematical importance and for the critical role their application plays in a person’s economic, political, and personal life. This course was especially designed to be accessible even to students with a minimal background in mathematics. This course is not designed to prepare students for further work in mathematics; however, it is an ideal course to take to meet the core. Prerequisites: one year of high school algebra or MATH 101. Satisfies the Quantification core requirement.

111 College Algebra and Trigonometry Algebraic, trigonometric, exponential and logarithmic functions. Prerequisite: MATH 101 or equivalent.

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.

132 Introduction to Discrete Mathematics This is an elementary course in discrete mathematics. It covers many topics in mathematics that are important to the study of computer science. Topics covered include sets, logic, truth tables, equivalence relations, induction, combinatorics, and graph theory. Students interested in mathematics, but lacking a strong background from high school, should consider taking this course. Prerequisite: Two years of high school algebra or MATH 101.

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
Mathematics and Computer Science

sciences. Prerequisite: MATH 101 or equivalent. Satisfies the Quantification core requirement. Credit for MATH 258 will not be granted to students who have completed MATH 122 or MATH 221 unless they receive prior approval from the Department.

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 Mathematics The topics will be chosen each time the course is offered to meet the interests of students and instructors. Possible topics include partial differential equations, differential geometry, topology statistics, number theory, combinatorics, and applied mathematics. Prerequisite: consent of instructor.

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 are presented and discussed. CSCI 155 does not satisfy major or minor requirements in Computer Science. Prerequisite: MATH 101 or equivalent. Credit for CSCI 155 will not be granted to students who have previously obtained credit in any computer science course unless they receive prior approval from the Department.

158 Microcomputer Applications in Business An introduction to the capabilities, applications, and limitations of the computer as a problem-solving tool with applications in business. The course provides the student with an introduction to the use of applications tools in problem-solving together with an introduction to programming in BASIC with applications in business. Topics in business applications of computers, the history of the computer, its impact on today's society, and concerns raised by this new technology are presented and discussed. Students planning to take further coursework in computer science should register for CSCI 161. Prerequisites: two years of high school algebra, MATH 111, or equivalent.

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. Advanced file organization and extensive programming in the COBOL language. Prerequisite: CSCI 161, BPA 203 or 204 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. Prerequisites: CSCI 161 together with MATH 121, 132, or 258; or permission of the instructor.

281 **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.

315 **Computer Graphics** An introduction to the process of generating images with a computer. The emphasis will be on the design and use of graphical facilities for two-and three-dimensional graphics. Students will study the techniques of line-drawing, raster graphics, and the mathematical theory underlying computer generated graphics. The mathematical topics to be covered include rotations, translations, perspective, and curve and surface descriptions. Additional topics to be covered include clipping and hidden line and surface removal. Prerequisites: MATH 232 and CSCI 261.

361 **Algorithms and Data Structures** Advanced data structures, the algorithms needed to manipulate those data structures, and the analysis of algorithms. 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. The analysis of algorithms: tools and methods, measures of complexity. Prerequisites: CSCI 261 and MATH 232.

362 **Theory of Computation** An introduction to the formal models of computers and computation. Formal language and automata. Computability and decidability. Church’s Thesis and Gödel’s Theorem. Prerequisites: CSCI 261 and MATH 232.

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 281.

391 **Principles of Programming Languages** Principles of programming styles which govern the design and implementation of contemporary programming languages. Prerequisite: CSCI 361.

431 **Introduction to Artificial Intelligence** This course introduces the student to the basic techniques of artificial intelligence using LISP and Prolog. The student is introduced to the basic techniques of uninformed and informed search, alpha-beta pruning in game trees, production systems, expert and consulting systems, and techniques of knowledge representation. Additional topics may include computer models of mathematical reasoning, natural language understanding, machine learning, and philosophical implications. Prerequisites: CSCI 361, or CSCI 261 and PHIL 273.

455 **Database Management Systems** The design and implementation of database management systems with emphasis on the relational model of data. Topics will include the logical and physical database, data models, implementation methods, and the role of management information systems in an organization. Prerequisites: CSCI 255, 261 and MATH 132.

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 281 or 361 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 a Pascal-like language. Prerequisites: CSCI 281, 361, and 362.
Military Science

About the Program
Through an agreement with Seattle University, qualified students may train to serve as officers 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 and $100 a month for all scholarship and third or fourth year students. Normally a four-year program, students may compress the program if they have at least two academic years remaining and have completed their freshman year. Veterans receive advanced placement. Applications for scholarships are accepted from members of the freshman and sophomore classes from November to February of each year.

For further information contact Army ROTC, 403 Garfield, Tacoma, WA 98447, (206) 535-8740/8741.

Music

Professor: Lawrence Ebert; Thomas Goleke (on leave 1989-90); Edward Hansen; Robert Musser; Edward Seferian; James Sorensen, Director
Associate Professor: Geoffrey Block; Duane Hulbert; Paul W. Schultz (on leave Fall 1989);
Assistant Professor: Patti J. Krueger (on leave 1989-90); Stephen Moore
Northwest Artist in Residence: Cordelia Wikarski-Miedel
Affiliate Artist Faculty: Margaret Bradley; Geoffrey Bergler; Richard Breitstein; Rodger Burnett; Laurie DeLuca; Stephen Fissel; Motter Forman; Ron Johnson; Seth Krimsky; Ron Munson; Joyce Ramee; Douglas Rice; Hal Sherman; Marianne Weltmann; Joan Winden

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

The School of Music at the University of Puget Sound is accredited by the National Association of Schools of Music, the accrediting agency designated by the Council on Postsecondary Education as the agency responsible for the accreditation of music curricula in higher education, and by the United States Department of Education which designated the NASM as the agency responsible for the accreditation of music curricula. In the field of teacher education, the NASM cooperates with the National Council for Accreditation of Teacher Education. The NASM is also a constituent member of the American Council of Education. Baccalaureate programs accredited are the professional degrees in performance, music education, music business and church music and the Bachelor of Arts degree with a major in music.

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, $55
One-half unit, $110
One unit, $200

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 Symphony 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 make 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

...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. 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. Additionally, courses more than 10 years old may not be included in a major or minor offered by the School of Music.

Bachelor of Music in 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 230, 231, 276, 493;
4) One-half unit Conducting: MUS 290;
5) Seven 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) Three 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 230, 231, 276, 493;
5) One unit Conducting to include MUS 290, 391;
6) Eight units Applied Music (major instrument) to include MUS 161-262 (.5 unit) and 361-462 (1.00 unit), 237-240, 350, 351, 352, 422 (Junior-Senior Recital);
7) Three 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 230, 231, 276, 493;
4) One unit Church Music, MUS 317 or 418;
5) One unit Conducting to include MUS 290, 391;
6) Seven units Applied Music (major instrument) to include MUS 161-262 (.5 unit) and 361-462 (one unit), 354, 355, 422 (Junior-Senior Recital);
7) Two units 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 230, 231, 276, 493;
4) One unit Conducting to include MUS 290, 392;
5) Seven units Applied Music (major instrument) to include MUS 161-262 (.5 unit) and 361-462 (1.00 unit), 168, 368, 422 (Junior-Senior Recital);
6) Four units Music electives/performing groups.

106
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 in 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 230, 231, 276;
4) One unit Conducting to include MUS 290, 391;
5) Five and three-quarter units Music Education to include MUS 237-247, 320, 322, 323;
6) Five units Education to include EDUC 403, 410, 412, and 420;
7) One and three-quarter units Applied Music (piano and voice) to include MUS 111-411;
8) One and one-half units 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 230, 231, 276;
4) One unit Conducting to include 290, 392;
5) Four and three-quarters units Music Education to include MUS 107 or 108, 241-247 (1.5 units), 320, 322, 324;
6) Five units Education to include EDUC 403, 410, 412, and 420;
7) One and three-quarter units Applied Music (strings, winds, or percussion) to include MUS 111-411;
8) One and one-half units Music elective (chosen from 220, 221, 274, 275, 430);
9) One unit Music elective/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, 301, 401, 402;
3) Three units Music History to include 230, 231, 276;
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 units Applied Music (major instrument) to include MUS 161-462 (.5 unit per semester), 107 and 108 (voice), 354 or 355, 422 (Senior Recital);
7) One and one-half units Music electives/performing groups.

Bachelor of Music in Church Music (Choral)
1) Eleven units University core requirements;
2) Seven units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204, 301, 401, 402;
3) Three units Music History to include MUS 230, 231, 276;
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 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 and one-half units Music electives/performing groups.
Music

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 230, 231, 276;
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 203 or 204, 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) Four 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 230, 231, 276;
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
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
273, Music in the Baroque
274, The Age of Haydn, Mozart, and Beethoven
275, Romanticism in Music
276, Twentieth Century Music
493, Special Topics in Music History
498, Music History Thesis

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
Music

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
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
188/386, Vocal Jazz Ensemble
188/388, University Band
319, Opera Theatre

Music Business
327, Practicum in 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
327, Practicum in Music Education

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
111-412, Applied Music
161-462, Applied Music
Music

Courses Especially Suitable for Non-Majors
All Performing Groups
Applied Music, including classes
MUS 100, 220, 221, 230, 231, 274, 275, and 276 (Fine Arts Core requirement courses)

Teacher Certification in Music
Students completing the Bachelor of Music in Music Education degrees are eligible to receive teacher certification (K-12) in Music. The School of Music also offers coursework which will meet State of Washington requirements for a second endorsement in Music. Details are available from the School of Education.

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. Not offered 1989-1990.

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. Not offered 1989-1990.

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

108 Class Voice, Intermediate Level I .25 unit A continuation of MUS 107. Spring term only. May be repeated for credit. Prerequisite: Permission of instructor.

109/309 Recital Attendance no credit Required of all music majors.

111/112, 211/212, 311/312, 411/412 Applied Music .25 unit each 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. Not offered 1989-1990.

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.

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.

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 1989-90.

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.
Music

201/203 Second Year Theory .5 unit (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. Prerequisite: 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 1989-90.

220 Survey of American Musical Theater A historical survey that focuses on the principal developments and composers in American Musical Theater history. The course is designed to develop a critical awareness, understanding, and appreciation of this genre. Satisfies the Fine Arts core requirement. Offered alternate Spring terms; next offered Spring 1990.

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; next offered Spring 1991.

224 The Pattern of Music in Britain Music development in Britain has been sometimes unparalleled, sometimes sporadic and derivative. A full understanding of this pattern is obtained by super-imposing our music upon the development of European Music. as well as by studying the heights and a few of the depths music has achieved in Britain. This is made possible by the study of music history, assisted by references to the key works of British composers. Offered only as part of the ILACA Watford program.
225  **British Music**  This course is based around concerts in London and through classroom lectures, demonstrations, practical workshops, and discussions, introduces students to the history of British music, as well as to techniques of listening to classical music, methods of writing confidently about music and responding sensitively to music. Offered only 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 Fall 1990.

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; offered Spring 1991.

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 Fall 1989.

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 Spring 1990.

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

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Term</th>
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<tbody>
<tr>
<td>Fretted instruments</td>
<td>Fall term only</td>
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<tr>
<td>Brass instruments</td>
<td>Spring term only</td>
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<tr>
<td>Percussion Instruments</td>
<td>Fall term only</td>
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<tr>
<td>Saxophone/Double Reeds</td>
<td>Fall term only</td>
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<tr>
<td>Flute/Clarinet</td>
<td>Spring term only</td>
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<tr>
<td>Violin/Viola</td>
<td>Fall term only</td>
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<tr>
<td>Cello/Bass</td>
<td>Spring term only</td>
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273  **Music in the Baroque**  An introductory survey of music in the Baroque era (1600-1750) from the beginnings of opera in Italy to the masterworks of Bach in Germany. The development of new musical forms and styles will be explored through a study of representative works by major composers of the era. Satisfies the Fine Arts core requirement. Offered alternate Fall terms. Next offered Fall 1989.

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 Spring terms; offered Spring 1991.

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 Spring terms; next offered Spring 1990.

276 Twentieth Century Music An introductory survey of twentieth-century music. The historical and stylistic developments of this era will be explored through a study of the life and works of pivotal early twentieth-century figures such as Debussy, Stravinsky, Schoenberg, Bartok, Prokofiev, and Ives, as well as representative post-World War II composers. Jazz and popular music and the influence of African and Asian cultures will also be emphasized. Satisfies the Fine Arts core requirement. Fall Term only.

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 Spring 1991.

319 Opera Theatre 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.

327 Practicum In Music Education/Music Business  Credit, variable up to 1 unit  An on-site experience in a school music classroom or music business, providing the student with pre-professional opportunities to observe and participate in school music and music business programs. Term project and journal required. Applications are due into the School of Music early in the semester preceding registration. Prerequisite: permission of instructor.

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.

350 Voice Repertoire  .5 unit  A study of the art-song repertoire from approximately 1600 up to the present. Emphasis will be on the poetry, music, and development of style of major works in the repertoire. Offered alternate Spring terms; offered Spring 1991.

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; not offered Fall 1989.

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; not offered Spring 1990.

353 Piano Pedagogy and Literature  .5 unit  Basic concepts of piano techniques and musicianship, and their demonstration in the teaching studio. Selection of teaching materials from method courses for beginning students to repertoire for advanced pianists. Emphasis on creating teaching situations, student demonstration. Survey of well known piano literature for interpretive guidelines and pedagogical application. Offered alternate Fall terms; next offered Fall 1989.

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 Spring 1991.

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 Spring 1990.

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

392 Instrumental Conducting  .5 unit  Elements of conducting crafts as they relate to instrumental conducting, including basic baton techniques, interpretation, score reading, harmonic and formal analysis, knowledge of the instruments, rehearsal techniques. Spring term only. Prerequisite: MUS 290.

401 Counterpoint  A study of the fundamentals of modal and tonal counterpoint. Written in two or more parts; analysis of compositions. Four-part motets, three-voice fugues. Offered alternate Spring terms; next offered Spring 1990. 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; next offered Spring 1991. Prerequisite: MUS 202/204 or permission of the instructor.
Music

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 Spring 1990.

422 Recital no credit Preparation for a formal public recital usually presented by a junior
or senior performance major. Permission of the instructor is required. May be repeated.

493 Special Topics in Music History Topics in music history are studied in a seminar
format. Emphasis will be given to cultural and stylistic issues and to methods and techniques
of historical research, analysis, and writing. Fall Term only. Prerequisites: MUS 230, 231, and
276.

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, profes-
sional progress and demonstrated interest. Prerequisites: MUS 341, senior standing as a
Music Business major, permission of Director of the School of Music.

498 Music History Thesis Guided thesis in music history. Topic and scope to be arranged
between the student and faculty thesis advisor. Prerequisites: music history sequence,
including MUS 493.

Natural Science

Coordinators: Ernest Karlstrom, Biology; 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). It is also a useful major for those interested in a degree leading to physical or
occupational therapy. Pre-PT students may apply to that program when they have junior
standing. Pre-PT students must have a major outside the PT Department and must take
courses in Biology, Chemistry, and Physics, which makes this a very logical major. 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 recom-
ended 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.

Biology

Completion of a minimum of 14 units, to include
1) Six units of Biology 111, 112, 211, 212, 311 and one elective unit of BIOL 221-489;
2) Two units of Chemistry: CHEM 125/126 or 120/121;
3) Two units of Physics (PHYS 111 and 112) or Geology (GEOL 101, 102);
4) Three elective units from Biology, Chemistry, Geology, Mathematics/Computer Science, or
Physics.
5) One unit of Mathematics (MATH 121 or higher) or Computer Science (CSCI 161 or higher).
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) PHYS 111 and 112 or BIOL 111 and 112.
4) Four additional 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 25B;
3) Two units Chemistry, CHEM 120/121 or 125/126;
4) Four additional units Physics, Biology, Chemistry or Mathematics/Computer Science.

Physics
Completion of a minimum of 14 units, to include
1) Six units of Physics, all courses must be those normally counted toward a major;
2) Four units of Mathematics, MATH 121, 122, 221 and one additional upper division (300-400 level) unit;
3) Two units Chemistry, CHEM 125 and 126;
4) Two additional units Biology, Geology, Chemistry, or Computer Science.

Note: The coordinators of the program reserve the right to require a student earning a natural science major to comply with the time limit rules required by the department of the Natural Science emphasis.

Interested students should contact one of the coordinators listed in this section.

Occupational Therapy and Physical Therapy

Professor: Lynette S. Chandler, Director, Physical Therapy; Shelby J. Clayson; Margo B. Holm, Director, Occupational Therapy (on leave 1989-90);

Associate Professor: Juli Evans; Kathy Hummel-Berry; Steven J. Morelan; Ronald Stone, Acting Director, Occupational Therapy, 1989-90.

Assistant Professor: Angela Gause;

Instructor: Ann Ekes; George Tomlin

Academic Coordinators of Clinical Education: Kay Brittingham, Occupational Therapy; 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 promote optimal function. 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 adapt the task or the method used to complete the task, adapt the environment, or may design and construct adaptive equipment.

Accreditation
The School of Occupational and Physical Therapy at the University of Puget Sound is accredited by the appropriate bodies: the Committee on Allied Health Education Accreditation for Occupational Therapy and the American Physical Therapy Association for Physical Therapy.

About the Occupational Therapy Program
The programs accredited in Occupational Therapy include the Bachelor of Science degree, the certificate program, and the professional master’s program.

The focus of occupational therapy is the development of adaptive skills and performance capacity for individuals whose abilities to function are threatened or impaired by developmental deficits, the aging process, physical injury or illness, or psychological and social disability. Occupational therapy serves a diverse 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 in accordance with the standards set by the American Occupational Therapy Association, and the Committee on Allied Health Education and Accreditation.

Course of Study
The Occupational Therapy Program consists of three phases: pre-professional, professional, and fieldwork experience. The pre-professional phase occurs during the freshman and sophomore years and emphasizes 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 professional phase of the program generally occurs during the junior and senior years when the major emphasis of study is upon the roles and functions of the occupational therapist. Core curriculum, and elective courses are also taken.

The third phase, fieldwork experience, consists of a minimum of six months full-time practice under a registered occupational therapist in a hospital or health care agency. Upon successful completion of the fieldwork 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 full-time fieldwork experience.

2) Certificate Program (Advanced Standing) This program is designed for college graduates who wish to become occupational therapists. This program is two academic years plus a minimum of six months full-time fieldwork experience. A Bachelor of Science degree is awarded on satisfactory completion of all requirements.

3) Professional 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 full-time fieldwork 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, available from the Office of Admission.
Requirements for the BS degree
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- or lower (including WF) in a course required for the major. A student will not be approved for fieldwork experience while on OT program academic probation. A student will be unable to continue who: a) is on program academic probation for the second time, b) receives a C- or lower (including WF) when repeating a required course; c) receives two grades of C- or lower (including WF) 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 full-time fieldwork 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.
5) Maintain professional liability insurance during the professional and fieldwork experience phases of the educational program.
6) Provide transportation for travel to clinical facilities.
7) Pay a fee for fieldwork experience.
8) Maintain health insurance and immunizations during fieldwork experiences;
9) Maintain CPR certification continuously during the academic and fieldwork phases of the program.

Upon successful completion of the program, a Bachelor of Science degree is awarded to the undergraduate or certificate 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
Undergraduate applicants generally apply to the program during their sophomore year. Certificate applicants apply during their senior year of college or later. Students in the Undergraduate and Certificate Programs must first be accepted into the professional phase of the program.

Approximately 40 students are admitted into the professional phase of the program for each fall term. Admission decisions will be made for students with Puget Sound status before transfer applications are considered. In order to obtain this status, an applicant must have been enrolled as a full-time student (3-4 units) for at least one semester at the University prior to the date of the application.

Prerequisites for admission to the professional aspect of the program:
1) Anatomy and Physiology, with labs (must be completed within five years prior to enrollment): BIOL 221/222, or equivalent (2 units);
2) Human Development—total life span (must be completed within ten years prior to enrollment): PSYC 373 or equivalent (1 unit);
3) Two courses (must be completed within ten years prior to enrollment), 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: (a) Normal and abnormal behavior of individuals and/or groups; (b) The analysis of behavior of individuals and/or groups and their interactions; (c) Culture and mental health; (d) Research methodology;
4) Certificate Program applicants must also hold the Bachelor's degree from an accredited college or university.
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) performance in 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 1.

Undergraduate and Certificate Programs
The Occupational Therapy program consists of 10 required units, including OT 302, 305, 310 (2 units), 336, 338, 443, 444, 460 and 461 plus six months of full-time fieldwork.

Pre-therapy and/or occupational therapy courses completed elsewhere will not automatically substitute for any of these required courses. Occupational therapy courses listed are professional courses open to non-majors only by special permission of the program.

All courses to be counted in an OT program must be taken within the 6 year period prior to completing the program; hence, courses may go out of date and the School of Occupational and Physical Therapy reserves the right to require a student to repeat any such courses.

Course Offerings

302 Basic Concepts of Occupational Therapy Introduction to the roles and functions of occupational therapy through examination of research and scholarly works. Secondary emphasis on the measurement of performance and analysis of evaluation tools. Laboratory and community clinical experiences included.

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. Prerequisites: BIOL 221/222.

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 302, 305, 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 dysfunctional aging processes 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 and OT 310.
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 305, 310, 338.


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. Prerequisite: OT 443 or OT 643.

466 Technological Adaptations for Function  This course focuses on microcomputer hardware and software adaptations and other technological adaptations for increasing the functional performance of patients. Prerequisite: OT 338 or 620.

Note: To participate in OT 501 through OT 504, a student must have completed successfully the required 10 units in OT and have the approval of the Director, School of Occupational Therapy.

501 Fieldwork 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. Pass/fail grading only. Prerequisite: successful completion of all academic coursework with satisfactory grade point average and approval of the program director.

502 Fieldwork 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. Pass/fail grading only. Prerequisite: successful completion of all academic coursework with satisfactory grade point average and approval of the program director.

503 Fieldwork Experience: Pediatrics  0-2 units  A minimum of 12 weeks in a public school, community agency or hospital setting, with guided experience in evaluation and treatment of children. Optional. Non-credit students may take this course on a pass/fail grading basis only. Prerequisite: successful completion of all academic coursework with satisfactory grade point average and approval of the program director.

504 Fieldwork Experience: Specialty Area  no credit  To be served in such specialty areas as general medicine and surgery, mental retardation, or gerontology. Optional. Pass/fail grading only. Prerequisite: successful completion of all academic coursework with satisfactory grade point average and approval of the program director.

508 Special Topics  .5-2 units  Developed by faculty and students to provide on a short term basis an opportunity to obtain advanced professional education for occupational therapists.

Note: Graduate course offerings may be found in the School of Occupational Therapy and Physical Therapy Bulletin, available from the Office of Admission.

About the Physical Therapy Program
Physical therapy is a health care profession whose practitioners utilize physical modalities 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 and provides treatment for neu-
romusculoskeletal, sensorimotor, cardiovascular and respiratory functions of individuals who have been disabled through injury, illness, developmental deficits or the aging process. 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. 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.

The Physical Therapy Program is a postbaccalaureate graduate program leading to a Master of Physical Therapy degree (MPT). The MPT is designed as a 3-3 program; it is possible to interlock the final year of an undergraduate program with the first year of the masters program. However many students enter the program having already completed the undergraduate degree. 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.

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 MPT Program.
2) All courses required for physical therapy, including required supporting courses given in other departments, must be completed with a grade of C or better (PT 305, 310, 601, 610, 620, 621, 625, 636, 640, 641, 645, 646, 650, 660, 661, 670, 671, 698, 699), 1 unit of deviant human behavior (Comparative Sociology 206, Deviance and Social Control or Psychology 240, Abnormal Psychology or equivalent), 1 unit of alternate health care systems (Comparative Sociology 407, Medical Beliefs and Practices or equivalent), 1 unit in communications which addresses interpersonal communication or presentation communication. (Communication and Theatre Arts 200 or 101), and 1 unit of ethics.
3) PT 698 and 699, Graduate Clinical Internships, require 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.
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.

Fees
All students in the Masters of Physical Therapy 3-3 Program will be charged tuition at the undergraduate rate plus the student government fee (if full-time) for the first two semesters. The student will be charged on a per unit basis during subsequent semesters.

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 into the program 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 with Puget Sound status. In order to obtain this status, an applicant must have been granted a Puget Sound degree or have viable plans for completion of an undergraduate degree from Puget Sound. Puget Sound students will have to meet acceptance standards to be eligible for consideration. 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 15 and February 1 and must be requested from the University Office of Admission. Instructions for application
are subject to change from year to year. If you are unable to complete the writing assessment at Puget Sound, see application for details. All application materials must be postmarked no later than midnight February 1. All applicants must submit current material, regardless of how many previous applications have been filed.

Prior to acceptance to the Master of Physical Therapy program, applicants must submit the following to the Office of Admission.

1. Students applying to Puget Sound for the first time:
   An application for admission with Advanced Standing to the University (application fee: $25) and official transcripts from all colleges and/or universities attended.

2. All students:
   a) Graduate Record Examination (GRE) scores (not more than 5 years old).
   b) The candidacy application for graduate degree.
   c) An essay which addresses all of the questions listed in the application materials in as concise and specific terms as possible.
   d) Three references on forms provided by the Office of Admission.
   e) Worksheet on prerequisite courses.
   f) Work experience sheet.
   g) Writing Assessment.

3. 3-3 applicants must submit a degree plan for completion of their baccalaureate degree.

4. International students:
   a. Satisfy visa application requirements by showing adequate financial 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).

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. Graduate Record Examination (GRE) scores, not more than 5 years old. Since applications are due February 1, the GRE must be taken no later than the December test date.

4. Exposure to the practice of physical therapy, including depth and breadth (for example, a job or volunteer position in a physical therapy clinic).

5. 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
Occupational and Physical Therapy

to granting the degree; hence, courses may go out of date even though candidacy is still valid and the School of Occupational and Physical Therapy reserves the right to require a student to repeat any such course.

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, or failing a clinical internship may be removed from candidacy or be placed on probation. A student will not be approved for PT 661 (Analysis and Synthesis Clinic) while on academic probation. When candidacy is removed for any reason, the student may not register for additional coursework without prior approval of the Academic Standards Committee.
   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 698 and 699, Clinical Internship.
   d. Maintain health insurance, immunization, and a current CPR certification.

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.

601 Physical Therapy Concepts and Roles Exposure to various roles of the physical therapist through experiential and theoretical learning modules; issues and trends of physical therapy in the health care delivery system; basic skills and procedures which form the foundation of the physical therapy educational program. Prerequisites: PT 305, 310, 636.

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.

621 Aging: A Challenge .5 unit This course addresses issues in human aging which are relevant to physical therapists. Theories of aging are reviewed and attitudes explored. Physical and psycho-social age-related changes are identified and the therapist’s role in assessment and intervention delineated. Prerequisites: PT 631, 635, 640.

625 Introduction to Research Development of inquiry skills, emphasis on problem defini-
tion, research design, methodology, and data analysis. Community clinical experience included for research problem identification. Prerequisite: Admission to PT Program.

640 Physiology, Biophysics, and Application of Physical Agents The physiological and biophysical effects of physical agents used in physical therapy and principles of electrodagnosis. Intensive laboratory experience for development of skill in application of physical agents and basic electrodagnostic 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.

641 Musculoskeletal Evaluation, Treatment and Prevention, Including Therapeutic Exercise 1.5 unit Problem-solving approaches to the selection and performance of therapeutic exercise procedures. Emphasis will be placed on identification and analysis of musculoskeletal and cardiovascular problems and appropriate therapeutic exercise. Health, disease, and trauma is studied in relationship to the problems of the orthopedic system. Prerequisites: PT 305, 310, and 610.

643 Developmental Function/Dysfunction This course examines normal and abnormal development of individuals from birth through adolescence. The shared responsibilities of occupational and physical therapy are discussed. Prerequisites: PT 620, 645, and permission of instructor.

645 Neurodevelopmental Approaches to Treatment 1.5 unit 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. Health, disease, and trauma is studied in relationship to the problems of the neurological system. Prerequisites: PT 305, 310, 620, and 621.

646 Musculoskeletal Evaluation, Treatment and Prevention, Including Applied Therapeutic Exercise 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.

650 Integrated Clinical Experiences no credit Integrated clinical experiences designed to give the student an opportunity to apply their knowledge and skills in a health care facility. Concurrent seminars will enable the student to present relevant topics and to develop a workable plan that will improve an existing health care delivery system.

660 Analysis and Synthesis of Physical Therapy .5 unit The analysis and synthesis of physical therapy using the case study approach. The student will study the complex patient with multiple systems involvement. The case studies will be written by the faculty of record with the clinicians who will serve as the consultants to the case manager before the case presentation and for the entire class at the time of the case presentation to the students. Prerequisites: PT 636, 640, 641, 645, 646.

661 Analysis and Synthesis of Physical Therapy Clinic 1 unit The analysis and synthesis of physical therapy concepts, skills, and values utilizing clinical experiences in the University of Puget Sound teaching clinic. 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 prosthetics, orthotics, and OB-GYN. This course will allow student to cover the specified topics in depth. The focus is prevention, assessment, and treatment from the perspective of the therapist. Prerequisites: PT 610, 620, 640, 641, 645, 646.

671 Special Topics in Physical Therapy .5 unit A lecture-seminar course covering the role of the physical therapist in special areas such as radiology of the extremities, cardiopulmonary treatment programs, oncology and hospice care, sexuality and the handicapped person, and behavioral control. The focus is prevention, assessment, and treatment from the perspective of the therapist. Prerequisites: PT 610, 620, 640, 641, 645, 646.
Occupational and Physical Therapy

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

698 Graduate Clinical Internship  no credit  Seven-week clinical internship in general rehabilitation with guided and independent experiences to provide physical therapy services to the public. Prerequisites: Satisfactory completion of the Physical Therapy major.

699 Graduate Clinical Internship  no credit  Seven-week clinical internship in orthopedics with guided and independent experiences to provide physical therapy services to the public. Prerequisites: Satisfactory completion of the Physical Therapy major.

Philosophy

Professor: Lawrence Stern (on leave Spring 1990)
Associate Professor: Douglas Cannon, Chair
Assistant Professor: William Beardsley, Cass Weiler

About the Department
Philosophy, often called the mother of the sciences, is the oldest academic discipline. Such fields as physics and politics have their origins in it, but the study of philosophy itself will endure as long as human beings seek understanding. Philosophy can be described as the application of reason to the most general and fundamental questions of human concern, in order to give them the best justified possible answers. The questions that have occupied philosophy across its history can be located in three categories. First, there are questions about the nature of reality—ourselves and the world in which we find ourselves. Second, philosophy considers questions about how we should live, including questions about moral choice, about the place of the individual in the community, and about what is valuable or worthwhile. A third kind of question concerns what it is possible to know, and what constitutes good reasoning and secure justification. Despite these categories, many philosophers seek a comprehensive and unified vision of the world and our place in it. Even those philosophers who are skeptical of such grand designs typically answer one kind of question—"Do people have minds over and above their bodies (or their brains)?"—by considering another—"How could I know about another person’s mind?" In fact, the question of how we know pervades philosophy.

For the discipline of philosophy, its history—especially the work of its great figures—is unusually important. Philosophy’s peculiarly reflective and self-critical approach to these questions originated with the philosophers of ancient Greece, and developed in a dialogue that has extended across the centuries in the Western philosophical tradition. Philosophy is a living subject as well, pressing now as much as ever for answers to its central questions. Therefore the Department’s curriculum also presents the best contemporary thinking, upon a foundation of established works from the past.

Students find that courses in the Philosophy Department develop an unusual range of intellectual abilities. Philosophy texts demand careful reading. They enrich the student's knowledge of the historical period or cultural milieu in which they originated. Philosophical writing, as the department teaches it, is precise and carefully structured. It involves constructing sustained arguments, and analyzing and criticizing the arguments of others. In these courses, students participate extensively in discussion and sometimes make oral presentations. Again, the premium is on care and cogency. Some philosophy courses are similar to mathematics courses in their abstract character and in their use of symbolic representations. Finally, philosophy courses acquaint students with great works, universally recognized to be among the finest products of human thought.

Students who major in the department’s program undertake, and succeed in, a variety of endeavors upon graduating. Those who wish to do graduate work are well prepared for it. Others pursue professional programs in such fields as law, divinity, business, public administration, and even medicine and public health. Without further education, many philosophy graduates add their own energy and good sense to the abilities developed in them by the study of philosophy, and find rewarding positions in government, in business, in the arts, and
in journalism. Virtually any career which requires clear thinking, intellectual creativity, good command of language, and a perspective on competing values and systems of belief, provides opportunities for a graduate in philosophy. But equally important is the value of an education that develops a reflective understanding of ourselves, and of our experience of the world and of others.

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

Requirements for the Major
1) A course in logic (PHIL 172 or 273).
2) The survey courses in the history of philosophy (PHIL 215 and 219).
3) One additional course in the history of philosophy (317, 361, 366, 381, or 388).
4) Either the course in Social and Political Philosophy (280) or the course in History of Ethics (381).
5) An upper-level (300-400 level) course in the area of epistemology and metaphysics (325, 328, 330, or 431).
6) The course in Contemporary Moral Philosophy (483).
7) Two additional courses in philosophy, at least one of which must be at the upper level (300-400 level).
8) Competence in a foreign language at the level of Greek or Latin 102 or of French, German, or Spanish 201.
9) One advanced course from another department whose content has philosophical significance. Courses that treat recognizably philosophical subjects from the perspective of another discipline include C&TA 445, CLSC 301, CSCI 362, 431, CSOC 353, 460, ENGL 414, FREN 402, HIST 311, 312, 315, 350, 377, HON 400, MATH 210, P&G 313, 340, 341, 342, 440, PHYS 411, PSYC 361, REL 330, 331, 361, 362, and 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) No single course may be used to fulfill more than one of the requirements (1) through (6) above.
(3) Not more than two courses may be used simultaneously to satisfy core curriculum and philosophy department major requirements.
(4) Prospective majors are urged to take logic (PHIL 172 or 273) and the historical survey courses (PHIL 215 and 219) before taking upper-level (300-400 level) courses in philosophy.
(5) The Philosophy Department will determine on a case by case basis the acceptability of courses which may be applied to a major based on the age of the course.

Requirements for the Minor
1) A course in logic (172 or 273).
2) The survey courses in the history of philosophy (215 and 219).
3) Either the course in Social and Political Philosophy (280) or the course in History of Ethics (381).
4) Either an upper-level (300-400 level) course in the area of epistemology and metaphysics (325, 328, 330, or 431) or the course in Contemporary Moral Philosophy (483).

Note: The Philosophy Department will determine on a case by case basis the acceptability of courses which may be applied to a minor based on the age of the course.

Course Offerings

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, 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  European philosophers of the 17th and 18th centuries struggled to make sense of ordinary perceptual experience in light of the emerging mathematical physics that culminated in Newton. This new physics presented a picture of the world according to which things in space and time are not as they appear to the senses, and thus overturned the Aristotelian world-view endorsed by the Church since the Middle Ages. The philosophical issues of this period concern the nature of our knowledge of the world and how we acquire it. Also included are various accounts of the mind and of its intellectual and sensory capacities.

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 consistency, logical consequent, and proof; the logic of truth-functions, quantifiers (words like “all,” “some,” and “nothing”), and identity; the structure of mathematical proofs; and Gödel’s result on the incompleteness of arithmetic. The formal strategy in logic will be considered historically and contrasted with alternatives; this contrast will lead to philosophical discussion of the nature of logic and its role in reasoning. Prerequisite: MATH 111 or PHIL 172 or permission of instructor. Satisfies the Quantification core requirement.

280 Social and Political Philosophy  This course will explore philosophical approaches, both historical and contemporary, to the problems of political and social organization. Representative topics, such as the legitimacy of government, the place of tradition in society, just economic distribution, political rights, and social liberty will be discussed. Readings will be drawn from such thinkers as Aquinas, Locke, Mill, Marx, Durkheim, Rawls, Nozick, and Oakeshott.

317 Nineteenth Century Philosophy  This course will begin with a study of the idealism of Kant and such successors as Hegel and Schopenhauer. Contrasts will be drawn with materialistic alternatives, as in Feuerbach or Marx, and with the more empirically-oriented views of their English contemporaries. Consideration will also be given to the philosophical thought of Kierkegaard or of Nietzsche.

325 Philosophical Analysis  The conception of philosophy as analysis began early in the twentieth century with the revolt against idealism of G. E. Moore and with the logical advances of Bertrand Russell. Diverging notions of analysis were developed by the logical positivists and by the later Wittgenstein. And recent philosophers, such as Quine, have eroded the underpinnings of philosophical analysis, seeming to inspire a new kind of idealism. These developments will be surveyed, with an eye to understanding contemporary philosophical thought. Prerequisites: two courses in Philosophy. Offered alternate years; to be given 1989-90.

328 Mind and Language  This course is an introduction to contemporary views on the human mind and its relation to language. We shall examine several theories of the relation-
ship between verbal behavior and such mental phenomena as thoughts and beliefs and then
explore differing conceptions of the nature of language production and learning, of the
relations between mental and linguistic representation, and of the descriptive and pictorial
aspects of mental imagery. Readings will be drawn from recent work by linguists, psychol-
ogists and philosophers. Prerequisites: One previous course in Philosophy, junior standing in
psychology, or permission of instructor.

330 Epistemology: Theory of Knowledge Twenty-first-century philosophers have elabo-
rated the idea, originating in Descartes, that ordinary as well as scientific knowledge rests on
a foundation of facts that are given in experience. In assessing foundationalism, this course
will also consider alternative responses to skepticism and alternative conceptions of the
structure of our knowledge of the world. Prerequisite: one course in Philosophy.

336 Science and Human Values A study of tensions between modern science and the
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.

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.

361 Aristotle This course will be a moderately comprehensive and systematic treatment of
Aristotle, including method, metaphysics, psychology, ethics, and politics. It will consider
Aristotle’s criticism of Plato’s theory of forms and his own views about what is real, the relation
of form and matter, the nature of the soul, the highest human good, and the relation of the
individual and the community. Prerequisite: PHIL 215. Offered alternate years; to be given
1989-90.

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 given 1990-91.

381 History of Ethics In this course we study moral theorists of the 17th through the 20th
century and their treatment of the moral relations between individuals and between the
individual and civil society as a whole. One goal of the course is to achieve a clearer
understanding of the issue between those who say that morality and civil society are
unnatural and those who say that participating in some form of moral and political community
is an essential part of being human. The authors to be read include Hobbes, Butler, Hume,
Mill, Kant, Bradley, and Alasdair MacIntyre. Prerequisite: one course in philosophy.

382 Philosophy of Religion The course will assess the reasonableness of various forms
of religious belief and of irreligion. Noted historical and contemporary authors will be read.
Readings and discussion will tend to focus on the Western religious tradition. Our attempt will
be to develop personal views on the truth of religion and its place in life. Satisfies the
Comparative Values core requirement. Offered alternate years; to be given 1989-90.

386 Existentialism This course will critically examine the thinking of three ‘existentialist’
philosophers—Kierkegaard, Nietzsche, and Jean-Paul Sartre. The primary focus will be on
their respective critiques of moral, scientific, and religious systems of value. We shall also
discuss their views concerning human freedom, responsibility, and the meaning of life.
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 Kari Marx and Friedrich Engels. Topics will include
historical materialism, the dialectic, Marxist economics, the class stratification of capitalist

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society, the theory of revolution, and the Marxian vision of post-revolutionary society. Satisfies the Comparative Values core requirement. Offered alternate years; next offered 1990-91.

431 Metaphysics An advanced study of some of the following metaphysical topics: human freedom and the causal order, universals, the nature of identity, number and other abstractions, the divine attributes and the existence of God, essence and substance, pluralism and monism. The course presupposes an acquaintance with modern logic. Prerequisites: Two courses in philosophy. Offered alternate years; next given 1990-91.

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
Professor: Roberta A. Wilson
Associate Professor: Donald A. Duncan; Joseph Peyton, Jr; Paul J. Wallrof, Chair
Assistant Professor: Shelia Jackson
Teaching Specialists: Michael J. Durnin; Ross A. Hjelseth; Sally A. Leyse; Gordon Pfeifer; James (Zeke) Schuldt

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, sport 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 K-12 level; 2) 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: The skill proficiency requirement is intended to ensure that the graduate has a broad spectrum of movement skills and an appreciation of movement from differing perspectives. All majors and minors must complete skill proficiency requirements in skill areas as indicated below:

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<tr>
<th>Dance</th>
<th>Team Sports</th>
<th>Individual/Dual</th>
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<tr>
<td>Major:</td>
<td>Team Sports</td>
<td>Individual/Dual</td>
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<td>1 skill area</td>
<td>2 skill areas</td>
<td>5 skill areas</td>
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<tr>
<td>Minor:</td>
<td>1 skill area</td>
<td>4 skill areas</td>
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<tr>
<td>Ballet Dance</td>
<td>Baseball</td>
<td>Aerobic Dance</td>
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<td>Modern Dance</td>
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<td>Jazz 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, and 314. In addition to the core courses, the student should select one or more of the following fields of emphasis:

a) Teaching K-12: BIOL 221/222; PE 213, 214, 272, 320, 325, 365, and 461. See Education Certification Requirements. The Physical Education major who specializes in teaching will be certified K-12 in the State of Washington. Note: No course in which a student receives a grade lower than C will be accepted for state endorsement.

b) Sports Medicine—Corporate Fitness: PE 201, 268, 272, 325, 461, 497 or 498; BIOL 221/222; CSCI 155; BPA 203 or 204, 225, and 350; or Sports Medicine—Athletic Training: PE 201, 268, 272, 325, 461, 427/428; BIOL 221/222; CSCI 155; PHYS 111; and BPA 350.

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.
Physical Education

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 125/126, MATH 111, MATH 271 or PSYC 251, 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 or PSYC 251.

Requirements for the Minor
PE 190, 227 plus one of the following fields of emphasis:
1) Teaching emphasis: PE 213, 214, 310, 314, 320, 365, and one-half 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 201, 310, 325, 437, one course in theory from PE 331, 332, 333, 334, 353 or 363, and .5 academic units of electives from the PE Department to total 5.0 units of PE;
3) Health Education emphasis: PE 195, 201, 268, 376; PSYC 200 or 340; and CSOC 121 or 202 to total 5.5 units.

Note: The Physical Education Department reserves the option of either excluding courses more than 10 years old from applying to a major or minor, or requiring such courses to be repeated.

Course Offerings

Intercollegiate Varsity Sports
A. Offered only in one semester at one-half activity credit each
101 Cross Country (men and women) 108 Baseball (men)
102 Football (men) 109 Softball (women)
103A Soccer (men) 110 Crew (men and women)
103B Soccer (women) 111 Golf (men and women)
104 Volleyball (women) 112 Tennis (men and women)
113 Track (men and women)

B. Offered in both semesters at one-quarter activity credit each
105A Basketball (men) 106 Skiing (men and women)
105B Basketball (women) 107 Swimming (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 graded or pass/fail.

122 Strength Training and Conditioning .25 + activity unit This course introduces the principles of increasing levels of strength and endurance for the student. Instruction of correct lifting techniques, safety, circuit training, setting up individual weight training workouts, and combining flexibility and endurance within workouts will be covered. The student in this course will be involved in active participation.

123 Power Lifting .25 + activity unit This course is designed primarily as an off-season conditioning program for football. The student will be taught correct lifting techniques, safety, progressive-flexibility, percentage lifting schedule, flexibility program, and speed/agility development. Each student will be given an individualized lifting program.

124 Jogging .25 + activity unit Instruction on physiological benefits and hazards of jogging as well as group participation in off campus and on campus runs. Intended for the beginning-intermediate runner. Prerequisite: reported good health on a physical not more than one year old.
126 Individualized Fitness .25 + activity unit  Instruction, periodic testing and personalized, progressively structured cardiovascular fitness program tailored to each individual's capabilities.

129 Adaptive PE Activity .25 + activity unit  This class is designed for disabled persons who need one-on-one guidance in order to meet their physical education activity objectives. Programs for persons taking this class are individually designed and administered. Disabled persons must have medical clearance.

130 Scuba .25 + activity unit  Basic scuba instruction leading to certification by the National Association of Underwater Instructors. Prerequisite: PE 156 or an intermediate level of swimming skills. Unique considerations: Outside fee to cover cost of renting equipment.

131 Introduction to Hiking and Backpacking .25 + activity unit  This course is for the novice or near novice hiker or backpacker runs for one half of a semester and consists of evening lectures, two day hikes, and one overnight hike. The course covers such topics as proper equipment, the basics of cooking, camping in the outdoors, safety, and wilderness ethics. A primary emphasis of the course is to promote lifetime enjoyment of the natural environment through hiking and backpacking. Unique considerations: course fee to cover cost of food, equipment and transportation on hikes.

132 Advanced Alpine Hiking and Backpacking .25 + activity unit  This course, which is for the intermediate or advanced hiker, runs for one half of a semester. The course, in addition to lectures, includes one day hike and two overnight hikes. The primary emphasis of the course is on off-trail travel in the alpine environment. As a result of this the lecture material will lean heavily on one's ability to read the terrain, navigate with and without map and compass, mountain emergencies, and planning for the extended backcountry trip. Prerequisite: PE 131 or permission of instructor. Unique considerations: course fee to cover cost of food, equipment and transportation on hikes.

133 Wilderness and Consciousness .25 + activity unit  Through a 10-day backpacking expedition in the Superstition Wilderness in Arizona, including a 24-hour solo, instruction in a variety of wilderness skills, and related readings, you can expect to learn about yourself, others and the wilderness environment. There will be opportunities to develop wilderness leadership skills and practice decision-making and personal goal-setting. Cost: approximately $350—includes transportation by van, group equipment, trail food, lodging and campgrounds on the road. Instructor permission after qualification.

135 Basic Sailing .25 + activity unit  This is a basic sailing class that combines twelve hours of classroom lecture with twelve hours of on-the-water experience to develop manual skills and reinforce theoretical lecture material. Graduates of the course will attain the knowledge and experience base to handle a boat under twenty-five feet for day sailing in normal weather and will qualify for ASA Basic Sailing Certification. Unique considerations: Course fee to cover cost of equipment rental.

137 Beginning Riding .25 + activity unit  This class introduces the novice rider to the fundamentals of horsemanship as well as the proper administration of care for the horse and equipment. The two hours a week include one hour of actual riding time in which the student will learn to walk, trot, and canter the horse, and one hour of preparing and caring for the horse and equipment. The student is expected to provide their own transportation and appropriate foot gear. Unique considerations: Course fee to cover cost of horses and equipment. Must provide your own transportation to stables.

138 Intermediate Riding .25 + activity unit  This course will refine the rider's fundamentals of horsemanship as well as the proper administration of care for the horse and equipment. The student will have a more responsible role in caring for the horse. The two hours a week include one hour of actual riding time devoted to refinement of the rider's position and a more sophisticated use of the aids, and one hour of preparing and caring for the horse and equipment. Prerequisites: PE 137 and/or teacher's approval. The student needs to be profi-
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cient at the walk, trot, (posting and sitting) and canter. Unique considerations: Course fee to cover cost of horses and equipment. Must provide your own transportation to stables.

140 Archery .25 + activity unit Basic instruction on the safety and use of equipment and the development of instinctive and free style shooting.

141 Beginning Bowling .25 + activity unit Instruction in scoring, terminology and fundamental technique. Unique considerations: $25 fee to cover rental of the bowling alley.

142 Intermediate Bowling .25 + activity unit Introduction to competitive bowling and advanced techniques. Prerequisite: PE 141 or its equivalent. Unique considerations: $25 fee to cover rental of bowling alley.

144 Pickle Ball .25 + activity unit This class is designed to teach the basic fundamentals, the rules of the game, basic strokes, and some strategies of playing pickleball. This class is also designed to teach the basic history of the sport, safety precautions to observe, and to develop an appreciation within the student of the benefits of playing this lifetime game.

151 Tumbling and Gymnastic Stunts .25 + activity unit This class, which is designed for the beginner, includes: history, values, and safety measures in tumbling and gymnastics. This class will also include progress in development of basic stunts in tumbling, as well as stunts and routines on some gymnastics apparatus.

152 Beginning Golf .25 + activity unit Instruction in scoring, terminology, and fundamental technique. Unique considerations: $25 fee to cover usage of equipment and facility (Allenmore Golf Course).

153 Intermediate Golf .25 + activity unit Instruction in history, terminology, safety, etiquette rules, strategy and intermediate skills of golf. Prerequisite: PE 152 or its equivalent. Unique considerations: $25 fee to cover equipment and facility usage.

156 Swimming for Non-Swimmers .25 + activity unit This class is designed for students who are non-swimmers—those who cannot stay afloat in deep water. Class activities include adjustment to the water, treading, correct breathing, basic water safety and elementary swimming strokes. Prerequisite: should be a non-swimmer—one who cannot stay afloat in deep water.

157 Intermediate Swimming .25 + activity unit This class will include students with a wide range of abilities. The course will introduce the crawl, back crawl, sidestroke, and breaststroke. Also included will be very basic drills and exercises designed to increase strength and endurance in swimming. Prerequisites: Student should be able to swim a minimum of one pool length (82 feet) and have basic skills in floating, jumping into deep water, elementary and beginner’s backstroke, and the human stroke or crawl stroke.

158 Advanced Swimming .25 + activity unit This course is intended for the better than average swimmer, and includes instruction and drills in the crawl, back crawl, breaststroke, sidestroke, butterfly, basic diving in a more detailed approach than the other swimming courses. Also included will be distance swims, “repeat” and “interval” training sessions. Prerequisite: PE 157 or be able to pass Red Cross Intermediate Swimming test.

159 Lifeguarding .25 + activity unit Lifesaving techniques leading to certification by the American Red Cross in Advanced Lifesaving. Requires above average swimming ability, particularly in sidestroke, breaststroke, underwater swimming and swimming endurance. Prerequisites: Permission of instructor, and be able to pass the equivalent of the Red Cross Swimmer test.

160 Water Aerobics .25 + activity unit This water aerobics class is designed to improve total fitness (i.e., cardiovascular endurance, strength and flexibility) and to provide an understanding of the physiological benefits of aerobic exercise. Prerequisite: ability to swim.

161 Beginning Tennis .25 + activity unit Introduction to the fundamental skills, rules
and terminology of tennis. Emphasis is placed on the development of good technique in the
serve, forehand, and backhand.

162 Intermediate Tennis .25 + activity unit Instruction in history, terminology, safety, et
iquette, rules, strategy and intermediate skills of tennis. Prerequisites: PE 161 and/or
appropriate skill level.

163 Advanced Tennis .25 + activity unit Instruction in advanced skills and strategies of
tennis. Prerequisites: PE 162 and/or appropriate skill level.

164 Handball .25 + activity unit Instruction in terminology, rules, safety, strategy and
skills of handball.

165 Beginning Racquetball .25 + activity unit This class is designed to teach the
beginner the basic fundamentals which include: a brief history, safety measures, the rules,
the basic stroke, and some basic strategies of playing the game of racquetball.

166 Intermediate Racquetball .25 + activity unit This class is designed to improve the
fundamental skills of playing racquetball and to provide an understanding of the rules,
terminology and physiological and sociological benefits. This course will also discuss
strategies and court coverage in playing racquetball. Emphasis is placed on both the
acquisition of good skill techniques and an understanding of kinesiological principles of
correct form which will allow the student to successfully progress to a higher skill level.

167 Beginning Badminton .25 + activity unit Instruction will include: rules of badminton,
basic fundamentals on playing which include different strokes, the serve, strategies and
types of equipment and its care.

168 Intermediate Badminton .25 + activity unit Instruction in rules, advanced tech
iques and strategies, equipment use and care. Prerequisite: Must have passed beginning badminton or received permission from the instructor to enroll.

170 Beginning Volleyball .25 + activity unit This course is designed to give the begin
ning player basic skills and knowledge of Power Volleyball, its rules and terminology.
Emphasis is placed on serving, passing and setting with an introduction to hitting and
blocking skills.

171 Intermediate Volleyball .25 + activity unit A review of the fundamental skills with a
greater emphasis on the offensive and defensive skills of hitting, blocking, digging, diving,
and rolling. Terminology, rules, offensive and defensive systems and strategies will be
covered. Prerequisite: PE 170 or its equivalent.

174 Beginning Basketball .25 + activity unit Instruction in rules, team concepts and
strategies and fundamental skills in basketball.

175 Advanced Basketball .25 + activity unit Instruction in rules, terminology, team
concepts and intermediate skills and strategies in basketball. Prerequisite: PE 174 or its
equivalent.

176 Beginning Soccer .25 + activity unit Instruction in rules, basic skill and techniques,
and strategies of soccer.

178 Softball .25 + activity unit Instruction in softball skills, terminology, rules, team
concepts and strategies.

180 Beginning Ballet .25 + activity unit A study of the basic theories and techniques of
classical ballet wherein the historic vocabulary of ballet is taught. Beginning ballet is designed
for the beginning ballet student with no previous dance training.

181 Intermediate Ballet .25 + activity unit A continuation of beginning ballet, introduc
ing intermediate level ballet technique including the first level of the study of pas de de\nx. Designed for the student with a background in ballet. Prerequisite: PE 180 or its equivalent.
183 **Beginning Jazz Dance** .25 + *activity unit* A course designed to teach the techniques and rhythms of jazz dance at the beginning level. Emphasis is placed on contemporary jazz with a background in the evolution of jazz dancing. Beginning jazz is designed for the student with no previous dance experience.

184 **Intermediate Jazz Dance** .25 + *activity unit* A continuation of beginning jazz dancing introducing intermediate level jazz techniques and rhythms. Designed for the student with a background in dance. **Prerequisite:** PE 183 or its equivalent.

186 **Folk Dance** .25 + *activity unit* This activity course is designed for the beginning and intermediate dancer. A variety of international dances will be taught at the beginning-intermediate level.

187 **Ballroom Dancing** .25 + *activity unit* A beginning level class in the study of the theories and methods of contemporary ballroom dancing. The elementary patterns of six ballroom dances will be explored. This course is designed for the student with no previous dance training.

188 **Aerobic Fitness Through Dance** .25 + *activity unit* This intermediate aerobic dance class is designed to improve total fitness (i.e., cardiovascular endurance, strength and flexibility) and to provide an understanding of the physiological benefits of safe aerobic exercise.

189 **Campus Field Experience** .25 + *activity unit* Practical experience in student’s field of interest by assisting Instructor/Coach in an activity class or similar activity on campus. **Prerequisites:** PE or Education major/minor; acceptance by supervising instructors.

**Academic Courses**

190 **Physiology of Fitness** .5 *unit* This course is designed to provide the student with knowledge about the sedentary and conditioned body’s response to physical stress as well as a laboratory exposure to various approaches to conditioning which will enable the student to knowledgeably evaluate exercise and diet programs and fads. Offered spring term only.

191 **Philosophical Foundations of Physical Education and Sport** .5 *unit* This course will introduce students to the nature, changing concepts, historical and scientific foundations, programs, and professional considerations in physical education and sport. It will attempt to provide students with the information necessary to begin forming their philosophies and to acquaint them with the various opportunities and vast assortment of professions in physical education. Offered Fall term only.

195 **Personal Health** .5 *unit* This health class is designed to help students see that total health (wellness) 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, either in the family or in the larger community. Topics covered include stress management, nutrition and weight management, substance use and abuse, health care consumerism, wellness and illness, aging and dying. 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, consumer education, body composition, weight control, food safety and food-related diseases, drugs and food interaction, 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, 1990-92, fall 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. A lab is required. Offered alternate years, 1989-91, fall 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 preventive conditioning are included. Offered spring term only.

268 First Aid .5 unit This class is conducted following the guidelines of the American National Red Cross Standard First Aid course. Emphasis is placed upon the body's reaction to trauma and the causes, immediate recognition and early care of medical emergencies. Certification in Cardio-pulmonary Resuscitation (CPR) is also included. 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. Math 111 or 271 recommended. Offered 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.

314 Adapted Physical Education .5 unit This course provides the background, instruction, and opportunity for the student to design and implement a physical education program for disabled persons. A laboratory is required in which students will work hands-on with disabled students from the local school district. Students will learn to perform physical education assessments, write appropriate physical education goals and objectives for these disabled students, and implement the techniques learned in class to administer an adapted physical education program. Offered fall term only.

320 Methods of Teaching PE This class is designed for PE majors and will include methods involved with teaching tumbling, gymnastics, and 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 one Team Sport and four Dual/Individual Sports. Offered fall term only.

325 Kinesiology Instruction in anatomical and biomechanical factors of human movement with an emphasis on sport skills. Lab required. Prerequisites: BIOL 221/222. Offered spring term only.

331 Football Theory .5 unit This course consists of an introduction to new techniques, philosophies, officiating, 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, 1990-92, 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. Includes coaching and officiating methods. Offered alternate years, 1990-92, fall term only.
Physical Education

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, 1990-92, spring term only.

334 Baseball/Softball Theory .5 unit This class is designed to explore the methods involved with coaching and officiating baseball and softball for elementary through high school aged students. Emphasis is placed on the movement, fundamentals, rules, and strategies of baseball and softball. Offered alternate years, 1990-92, Spring term only.

353 Volleyball Theory .5 unit Instruction in history, terminology, rules, strategies, teaching techniques, drills, coaching, officiating, 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, 1990-92, fall 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 stunts for the classroom. Offered every semester.

376 Health Education for Educators .5 unit Health instruction, the core of health education, bridges the widening gap between the rapid accumulation of new health knowledge and its application to today’s changing world. The course will examine materials and methods appropriate for use in elementary, middle, and high school health education. Topics covered include sexually transmitted diseases including AIDS, substance use and abuse, responsible decision-making, first aid and safety, nutrition and fitness. Offered alternate years, 1990-92 spring term only.

400 Practicum .5-1 unit Supervised on-campus practical experience in the organizational, administrative and/or leadership aspects within the chosen area of practicum experience. Areas could include but are not necessarily restricted to intramurals, fitness/wellness center, sports administration, facilities management, aquatics management, and coaching. Practicum proposals must be presented and approved by both the field supervisor and practicum supervisor prior to registration. A minimum of 80 hours for .5 units and 140 hours for 1.0 unit are required. Prerequisites: Departmental major or minor, junior or senior standing, approval of practicum supervisor, and 2.5 GPA.

427/428 Seminar in Sportsmedicine I, II .5 unit each An advanced in-depth course designed especially for those entering the field of sportsmedicine and specifically the profession of athletic training. Areas of concentration deal with the administration and organization of athletic training facilities, records keeping, specific and thorough evaluation, treatment and rehabilitation of injuries, illnesses, and conditions indigenous to the active sports participant. First-hand experience working in the 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 Sportsmedicine facility; permission of the instructor.

437 Psychology of Coaching .5 unit This course is designed for those preparing to coach competitive sports at all levels. Emphasis is on the effect of coaching an athletic performance. Areas discussed include coaching philosophies, personalities of coaches and athletes, motivation, communication, discipline, and the many other factors involved in coach-athlete relationships. Offered 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. Prerequisites: BIOL 221, 222, PE 190, 201. PE 272 or MATH 271 is 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 phys-
iological 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 or PSYC 251/252, PE 461. Offered 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 two hours of seminar per week plus research. Students must write and defend a thesis. Prerequisites: PE 213, 214, 325, 462, senior standing and permission of instructor.

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

497/498 Internship 1 unit each

Physics

Professor: H. James Clifford; Frederick Slee
Associate Professor: Andrew Rex; Alan Thorndike, Chair
Assistant Professor: James Evans
Adjunct Professor: John Foulkes
Instructor: Bernard Bates

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. Several courses for non-science majors focus on the historical development of scientific ideas and the connection of physics with other realms of human endeavor.

The Bachelor of Science and the Bachelor of Arts degrees are both appropriate for students who are planning advanced studies in physics or are interested in careers in engineering, biophysics, astronomy, meteorology, oceanography, geophysics, mathematical physics, education, law, environmental physics, and the history and philosophy of science.

Independent research projects and senior thesis presentations are encouraged of all physics majors. Students who complete distinguished projects will be eligible for graduation with Honors in Physics.

Requirements for the Major
Before declaring a physics major, students should schedule an appointment with the department chairperson. This will usually be held during a student’s fourth semester.

Bachelor of Science
1) A grade of C- or better in all courses required for the major.
2) PHYS 121/122, 221/222, 305/306, 351/352, and one additional upper division (300-400 level) course;
3) MATH 121/122, 221, 232, and 301.
Physics

Bachelor of Arts
1) A grade of C- or better in all courses required for the major.
2) PHYS 121/122 (or 111/112), 221/222, 305, 351 and two additional upper division (300-400 level) courses;
3) MATH 121/122, 221, 232, and 301;
4) CHEM 125/126 (or 120/121);
5) Foreign Language: Either satisfactory completion of foreign language at 201 level or equivalent competency.

Bachelor of Arts (Three-Two Engineering)
1) A grade of C- or better in all courses is required for the major;
2) PHYS 121/122, 221, 305, 351 and two additional upper division (300-400 level) courses;
3) MATH 121/122, 221, 232, and 301, or equivalent;
4) CHEM 125/126; and
5) CSCI 161, or equivalent.

Note: Degree is awarded upon completion of Baccalaureate in Engineering.

Requirements for the Minor
1) A grade of C- or better in all courses is required for the minor;
2) 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.)

Note: The Physics Department does not restrict the applicability of courses to major or minor requirements based on the age of the course.

Course Offerings

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. Not open to Honors freshmen or sophomores who are planning to take Honors 204 or Honors juniors or seniors who have taken Honors 204. 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 Stellar and Galactic Astronomy The course emphasizes the extension of astronomical understanding which has resulted from the advances in physics during this century. Topics of study include the formation, structure and evolution of the Sun and other stars; the end-points of stellar evolution: supernovae, white dwarfs, pulsars and black holes; the structure of our galaxy; the origin and large scale structure of the Universe. Prerequisite: PHYS 109 or permission of the instructor. Satisfies a Natural World core requirement. Not offered in 1989-90.

111/112 General College Physics This two-semester sequence of courses is designed for any interested student regardless of his or her particular major. The fundamental branches of physics are covered—including mechanics, heat, sound, optics, electricity, magnetism, and nuclear physics. Although it is assumed that the student brings only a background of high school algebra and geometry, additional mathematical concepts are developed within the course. Each course satisfies 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.

205 Physics of Music  This course is intended primarily for students having some background in music. The scientific aspects of musical sound are treated including the basic physics of vibrating systems, wave phenomena and acoustics and their applications to musical instruments and musical perception. Recommended: one semester of college-level music theory or formal music training, or permission of instructor. 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.

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 electronic devices which make up a computer system. Also see CSCI 232.

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.
Physics

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

312 Optics  Optical phenomena and theories of light are studied. Topics discussed include the electromagnetic theory of light, the interaction of light with matter, interference, diffraction, polarization, and the quantum nature of light. A laboratory is required. Prerequisites: Physics 112 or 122, Math 122. Offered alternate years.

333 Electrical Circuits and Systems  This course introduces the concepts and techniques used in the analysis and design of circuits. It covers the steady state and transient behavior of first and second order systems. Topics covered include Node and Mesh analysis, Thevenin and Norton, phasors, energy and power, operational amplifiers, filters, Bode plots and Laplace transform techniques. Prerequisites: PHYS 122, MATH 301.

351 Electromagnetic Theory  Theory of electrostatic and magnetostatic fields; theory of potential; harmonic functions; fundamentals of boundary value problems. Prerequisites: PHYS 112 or 122, MATH 221, and MATH 301.

352 Electromagnetic Theory  Continuation of 351. Propagation of electromagnetic waves; energy transfer, special relativity, principles of optics. Prerequisite: 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; Donald Share, Chair
Assistant Professor: William Haltom; David Sousa

About the Department
The Department of Politics and Government aims to acquaint students with the theoretical and empirical aspects of man’s political experience. It directs its efforts toward the development of an intelligent awareness and understanding of the processes, structures, institutions, and ideas of politics. In so doing the department seeks to: 1) Develop student abilities to think critically and analytically about politics—to go beyond description and categorization in search of explanation; 2) Encourage student appreciation of the complexities of human behavior and the interrelated nature of human knowledge; 3) Encourage students to evaluate political ideas, and, on the basis of such analysis, to begin to articulate a set of personal political values; 4) Assist student development of the ability to communicate the knowledge and understanding of politics gained through curricular and extra-curricular experiences provided by the department; 5) Assist student acquisition of skills necessary for entry into various post-graduate programs or careers in public service.
In order to enhance efforts toward attaining these objectives, the department will implement a cohesive program of study for its majors and other interested students within the University community. A coherent core program which focuses on the mainstream of political inquiry fosters intellectual growth and development of students. This program will be grouped into the following sub-areas: (1) American Government; (2) Comparative Politics; (3) International Relations; (4) Political Theory. In addition, the Department seeks to expand the learning opportunities by offering a variety of individual programs consisting of independent studies and internships.

Requirements for the Major

I. Completion of a minimum of 9 units in the Department of Politics and Government to include:
   A. Three 200 level courses;
   B. Two 300 level courses concentrated in one of the four areas of the department:
      American Politics (310-319), Comparative Politics (320-329), International Relations (330-339), Political Theory (340-349);
   C. Three additional courses at the 100 or 300 level;
   D. One 400 level seminar (except 497) 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, both 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.

Note: The Politics and Government Department will determine on a case by case basis the acceptability of courses which may be applied to a major based on the age of the course.

Requirements for the Minor

I. Completion of a minimum of 5 units in the Department of Politics and Government to include
   A. Two of four 200 level courses;
   B. Three units at the 300 level. 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

100, Introduction to Political Science
201, Introduction to American Politics
202, Introduction to Comparative Politics
203, Introduction to International Relations
204, Introduction to Political Theory

Major Area Courses

American Politics
310, The U.S. Presidency
311, American Parties, Interest Groups and Elections in Comparative Perspective
312, The Legislative Process
313, American Constitutional Law
314, Bureaucratic Politics and Public Policy
315, Law and Society
316, Civil Liberties
318, Public Opinion
410, Seminar in American Political Institutions
411, Seminar in Public Law
412, Seminar in Public Policy
Politics and Government

Comparative Politics
320, Comparative Communism
321, West European Politics
322, Latin American Political Systems
323, Asian Political Systems
324, Third World Politics
325, Politics in Spain
326, Authoritarian Regimes and Movements
328, Comparative Political Economy
420, Seminar in Comparative Politics

International Relations
131, Model United Nations (activity course)
330, Advanced International Relations
331, American Foreign Policy
332, International Organizations
333, U.S./China Policy
334, U.S. Foreign Economic Policy
335, U.S. National Security
336, Politics of International Economic Relations
430, Seminar in International Relations

Political Theory
340, Greco-Roman and Medieval Political Theory
341, Modern and Contemporary Political Theory
342, The Origins and Development of Marxist Thought
344, American Political Thought
346, Renaissance Thought: Fox and Lion
351, Introduction to Empirical Theory
440, Seminar in Modern Political Thought

Course Offerings

100  Introduction to Political Science  This course is a general introduction to the political process, with an equal emphasis upon political processes (elections, revolutions, or wars, for example) and political institutions (legislatures, judicial systems, bureaucracies). Students read from a text, but also from politically sensitive fiction. The political content of less apparently political material, such as music, television, and motion pictures, is also addressed. Attention is given to the development of political science, with the emphasis upon the major theories such as power and class. 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.

201  Introduction to American Politics  This course introduces students to the institutions and processes of American Politics. It covers all of the fundamental principles and important decisionmakers, giving to students the necessary breadth and understanding to take more advanced and more specialized courses. In addition, it prepares students to evaluate the guiding values of the polity, both in theory and in practice. Satisfies a Society core requirement.

202  Introduction to Comparative Politics  An introduction to the study of comparative politics: its basic vocabulary, concepts and classification systems. Contemporary nation-states are divided into different categories or types. Specific countries, representing each type of nation-state, are studied with respect to their political ideologies, political institutions, political histories, and political cultures. Satisfies a Society core requirement.
203 Introduction to International Relations  In focusing on how nations deal with each other, attention is given to the interaction of political, economic, social, and cultural factors that influence the international distribution of power and wealth, and that contribute to world conflict; theories and concepts related to military-strategic doctrines, economics, national sovereignty, and ideologies. Satisfies a Society core requirement.

204 Introduction to Political Theory: The Perennial Issues  This course is designed to provide an introduction to the enduring masters of political thought (Plato, Locke, Hobbes, Machiavelli, Marx) who enhance our understanding of the political order and its values by asking questions with clarity and determination. Satisfies a Society core requirement.

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. Prerequisite: P&G 201.

311 American Parties, Interest Groups and Elections, in Comparative Perspective  This course compares the American political parties, interest groups, and elections with those in industrial democracies and in authoritarian political systems. The theoretical foundations of American pluralism, conflict theory and Madisonian ideas of political behavior are compared with the collectivist theories of Europe and Asia. The focus of the course is upon American institutions, using comparative data in order to understand the unique aspects of American politics. Prerequisite: P&G 201.

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. Prerequisite: P&G 201.

313 American Constitutional Law  Examination of the role of the Supreme Court in the American constitutional systems with particular emphasis on its role in establishing a national government and national economy, and in protecting the rights of individuals. Views Supreme Court from historical, political and legal perspectives to understand its responses to changing interests and conditions. Prerequisite: P&G 201.

314 Bureaucratic Politics and Public Policy  The focus of this course is in the tension between bureaucracy and democracy. How do administrative agencies operate in the American constitutional system? To whom are administrative agencies accountable? Is policy-making by administrative agencies responsible to the “public interest”? Prerequisite: P&G 201.

315 Law and Society  This course introduces students to the nature, functions, and processes of law. The course surveys criminal and civil trials in the U.S., England, and France, appellate deliberations in several countries, constitutional courts and public law, and specific extra-judicial legal institutions. The latter third of the course details lessons of the first two-thirds by case study of civil rights litigation in the United States. Prerequisite: P&G 201.

316 Civil Liberties  The course surveys the state of civil liberties in the U.S. and the world. Primary emphasis is given to institutions in the United States and how they enforce, obstruct, or affect the protection of civil liberties. Specific topics include free expression, free belief, freedom of religion, and emerging rights and claims. Prerequisite: P&G 201.

318 Public Opinion  This course introduces students to the theory and practice of research about public opinion. Students learn about the creation and manipulation of public opinion, its measurement and study, and the implications of findings for the practice of democratic republicanism in the U.S. and abroad. Instruction includes projects in survey research and content analysis, so that students master the techniques of public opinion research as well as the theories. Prerequisite: P&G 201.
Politics and Government

320 Comparative Communism  The politics of major communist systems are surveyed from a comparative perspective. The course examines the origins, development, institutions, parties, and political economies of a number of communist regimes. The systems covered will vary each time. Interested students should consult the instructor for this information. *Prerequisite: P&G 202.*

321 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. *Prerequisite: P&G 202.*

322 Latin American Political Systems  An introduction to politics and political change in Latin America. The course will emphasize the role of foreign actors in the development of Latin American political systems. It will explore the emergence of authoritarian rule and the challenge of revolutionary movements. The course will focus each year on a different geographical area, such as Central America, the Caribbean and the Southern Cone. *Prerequisite: P&G 202.*

323 Asian Political Systems  An analysis of the politics of a number of Asian states, such as Japan, Taiwan, South Korea, Singapore, and the Philippines. The systems covered will vary each time, but the mix will include democratic and authoritarian regimes. *Prerequisite: P&G 202 or consent of 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. *Prerequisite: P&G 202 or consent of the instructor.*

326 Authoritarian Regimes and Movements  Authoritarianism is the dominant form of political rule in the contemporary world. This course provides an overview of 20th century authoritarianism, and explores its various forms in a variety of cultural and economic settings (developed and less developed nations; Latin America, Europe, Africa and elsewhere). The course examines the causes for the emergence of authoritarian rule, and the conditions for its breakdown. *Prerequisite: P&G 202.*

328 Comparative Political Economy  This course explores the relationship between politics and economics from a comparative perspective. Using the tools of comparative political analysis, the course will explore a number of substantive political-economic issues in a wide range of developed and less developed political systems. A major focus will be on the alignment of political parties and interest groups behind contending solutions to fundamental political-economic dilemmas. Students will undertake research projects involving the comparative analysis of contemporary political economic problems. *Prerequisite: P&G 202.*

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. *Prerequisite: P&G 203.*

331 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 WWII. America's responsibility and influence on global conditions. Approaches to analyzing American foreign policy. *Prerequisite: P&G 203.*

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. Prerequisite: P&G 203.

333 U.S.-China Policy 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. Prerequisite: P&G 203 or consent 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 to foreign economic policy making. Prerequisite: P&G 203.

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. Prerequisite: P&G 203.

336 Politics of International Economic Relations An examination of the nature of the term and concept political economy as applied to a variety of international political-economic issue areas: international trade, multinational corporations, foreign aid, and the debt crisis. Attention is also given to a number of frameworks used to explain international political economy: liberalism, mercantilism, and Marxism. Prerequisite: P&G 203.

340 Greco-Roman and Christian Political Thought An historical and interpretive survey of political theory from Plato, Aristotle, the Stoics, to St. Augustine and Martin Luther. Prerequisite: P&G 204.

341 Modern and Contemporary Political Theory A detailed study of the political theories of Hobbes, Locke, Rousseau, Hume, Hegel, Marx, and contemporary modern thinkers and their contributions to the concept of society and state. Satisfies the Comparative Values Core requirement.

342 The Origin and Development of Marxist Thought A systematic analysis of Marxist theory; evolution of his ideas, philosophy of history and contribution to political thought. Prerequisites: P&G 204 or P&G 340.

344 American Political Thought The course seeks to understand the origins, character, and evolution of American political thought. Though rooted in European thought, American political tradition has developed its own unique character. Thus the subordinate purpose of the course is to put American ideas in a larger historical perspective by using comparative values. Satisfies the Comparative Values Core requirement.

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. Prerequisite: P&G 204.

351 Introduction to Empirical Theory This course explores major empirical theorists, such as Marx, Hobbes, Harold Lasswell. The method is quantitative, with use of data generally retrieved from various archives, such as the Inter-University Consortium for Political Research. Prerequisite: P&G 100 or P&G 201, 202, 203, or 204.

410 Seminar in American Political 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 201 and senior majors or permission of the Politics and Government faculty.
411 Seminar in Public Law  This seminar examines the modern Supreme Court of the United States as an institution both political and legal. The seminar will consider some topic of great interest to scholars. Each session will review the literature on the topic, with students leading the discussion. The students will then propose a seminar project that enhances the literature and promises to create new knowledge in the field. Prerequisites: P&G 201 and Senior status or permission of the Politics and Government faculty.

412 Topics in Public Policy  This course will focus on who gets what from the political system, covering the process by which policy is made, the historical development of policies, differing ideologies about what constitutes desirable policy, and the value conflicts that policymakers face. Primary emphasis will be on in-depth study of topics of particular interest to students, such as issues of social policy, health policy, economic policy, or policy toward science and technology. Prerequisites: P&G 201, Senior status or permission of instructor.

420 Seminar in Comparative Politics  An intensive examination of the major theoretical works in comparative politics. The geographic and/or substantive themes of the seminar will change each semester to incorporate the latest developments in the discipline. Students will complete a major research paper, and will be expected to participate in seminar discussions. Students are encouraged to consult with the instructor in order to determine the readings and themes covered in the course. Prerequisite: Senior major with permission of instructor.

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 203, senior status or permission of the instructor.

440 Seminar in Modern Political Thought  The seminar concentrates on those authors, from Machiavelli to Nietzsche, who made significant new approaches to the critical understanding of 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 204 and senior majors or permission of the Politics and Government faculty.

495/496 Independent Study

487 Political Internship Seminar  This seminar will explore contemporary issues in public policy. It will focus on the difficult ethical and political choices public decision-makers face. We will study the politics of policy process, the history of policy development, the values that shape policy choices, and different philosophies about which values should prevail in policymaking. the substantive issues covered will vary, including such subjects as social welfare policy, policy toward science and technology, and health care politics. Prerequisites: Junior or senior standing, major or minor status in the Politics and Government department or the completion of at least four units in Politics and Government, and admission to the Internship program.
Psychology

Professor: Barry S. Anton; Ernest S. Graham; Donald E. Pannen, Chair (on leave Spring 1990)
Assistant Professor: Brad Caskey; James Friedrich; Catherine Hale; Julie Larrieu (on leave Fall 1989, Spring 1990); Lisa Wood

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 the two-semester sequence of Experimental Psychology and Applied Statistics (PSYC 251,252), Experimental Analysis of Behavior (PSYC 360), Sensation and Perception (PSYC 351), 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 in addition to the course taken to satisfy 2) above from PSYC 251, 252, 310, 320, 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.

Note: The Psychology Department will determine on a case by case basis the acceptability of courses which may be applied to a major based on the age of the course.

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 and Existential Perspectives in Psychology  This course addresses phenomenological perspectives on the human condition, focused directly on psychological aspects of individual experience and interpersonal relationships. Drawing primarily on scholarly contributions in areas of critical humanism and existentialism, consideration of the following issues will be central: self-awareness, personal identity, lifespan development, autonomy, responsibility, meaning and values, aloneness, empathy and love, anxiety and guilt, and mortality. Satisfies the Humanistic Perspective core requirement.

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.

320 Industrial/Organizational Psychology  This course will focus on the application of psychological theory and methods to work settings in industry and social service organizations. Research on job satisfaction, work motivation, personnel selection and training, decision-making, and group processes within organizations will be considered. Issues in students' career development will also be discussed.

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 existentialism.

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 therapy 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 compares 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 contemporary interest and are not covered by other parts of the department’s offerings. The topics covered and the frequency with which the course is offered depends on the changing interests and expertise of the faculty.

492 Perspectives on Behavior  A detailed review, analysis and evaluation of the philosophical, theoretical and experimental contributions of important figures both in the pure and applied sciences of psychology. Prerequisite: Senior Psychology major or permission of instructor.

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: Delmar N. Langbauer; Richard H. Overman; John Phillips; Darrell Reeck, Chair
Assistant Professor: Douglas R. Edwards (on leave 1989-90); Christopher Avery Ives
Adjunct Professor: Richard Rosenthal

About the Department
The department is a community of faculty and students devoted to the full and fair study of the
religions of humankind, holding that these lie at the foundations of societies, culture, and
history. The faculty seeks to impart skills of clear thought and communication as well as
knowledge of human values and historical and humanistic perspectives.

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 Jesus and the Jesus Tradition
   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
      254 Paul and the Pauline Tradition
      312 The Apocalyptic Imagination
   B. Religious Traditions
      253 Religion and Society in the Ancient Near East
      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
   234 Religious Themes in Japanese Literature
   330 Zen and Japanese Culture
   331 Hinduism
   332 Buddhist Tradition in India and China
IV. Ethics and Values
   301 Personal 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.

Only grades of C (2.00) or higher count towards the major or the 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;
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.

Note: The Religion Department does not restrict the applicability of courses to major or minor requirements based on the age of the course.
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 Jesus and the Jesus Tradition 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 Hindu 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 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.

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.
234 **Religious Themes in Japanese Literature** This course considers the expression of religious themes and values in Japanese literature. We will read myths, folk stories, poetry, plays, narratives, and novels, analyzing Shinto, Buddhist, Confucian, Christian, and folk elements.

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, as understood from the Biblical text, archaeology, and ancient Near East literature. 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.

253 **Religion and Society in the Ancient Near East** The course focuses on the ancient Near East with special attention to the ancient civilizations in Egypt, Turkey, Syria, Mesopotamia, and Israel. Topics include (1) the influence of myth, totem, sacred space, and ritual on the political, social, and religious fabric of ancient societies; (2) the origin of the city and its role as a major political, social, and economic force; and (3) the impact that the Near East has had on western civilization, especially in the areas of law, literature, and religious symbols. Satisfies the Historical Perspective core requirement.

254 **Paul and the Pauline Tradition** The course looks at the effect of the apostle Paul's world on his thought (e.g. Stoic philosophy, Jewish wisdom, Pharisaism). It explores how Paul and the Pauline communities grapple with such human concerns as death, immortality, group behavior, authority (Who is in charge and who decides?), the place of ritual, and the relationship between the group and the individual. The course will introduce the theological, community, and ethical issues facing the Pauline churches and Paul. It will also depict the presuppositions operating in Paul, in the communities to whom Paul writes, and in later interpreters of Paul (Gnostics, orthodox Christians, theologians in western tradition, and ourselves). Satisfies the Humanistic Perspective Core requirement.

261 **The Forming of Christian Thought in Antiquity and the Middle Ages** For a thousand years the Christian church was the one bearer of thought in Europe, producing ideas which shaped Western civilization then and our whole planet now. How were these ideas formed? How did they reflect the encounter of Christian, Jewish, Greek, and Roman visions? How faithful were they to the original experience of Jesus? Which of them are really important to us today? A study of primitive and Gnostic existence; the confluence of Greek rationality and Christian spirituality; Christian inwardness and Roman outwardness; the split between historical and visual symbols in the late Middle Ages.

262 **Christian Thought in the Modern Period** The Modern period (1500—1900) has been a time of unparalleled European and American interest in sense experience, clear conscious imagery, and manipulative power—and a time during which religious faith has declined as a force in culture. How and why did this happen? Which aspects of the modern age have been shaped by Christian thought? What may lie ahead? A study of faith and the rise of science; the divorce of "reason" and "faith"; Protestant and Roman Catholic attitudes toward the past; technological reason and "spirit" in our time.

263 **Religion in England Today** A project-oriented study of London's multi-religious communities leading to a more theoretical consideration of the various crises facing religious belief systems today. The study will be based in the first instance on visits to places of worship and community centers together with discussion with leaders of selected religious groups. This will lead into a historically-based consideration of the selected traditions and the forces that have brought them together in London. The projects will include study of traditional English Christianity, various secular alternatives to religious belief such as humanism or Marx-

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Study Abroad
Director: Georgeann Jolley-Cort

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 (GLCA). 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.

Selection is a two-stage process. In the fall initial screening is done by the University of Puget Sound. The successful applications are then forwarded to GLCA to be considered for final selection.

PACIFIC RIM
Given on a three-year cycle and next scheduled for the 1990-91 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.

Selection is a two-year process. Two years before the program, initial selection of students is made. During the year prior to the program, students’ participation in orientation and course requirements form the basis for the final selection.

GERMANY
In 1986 Puget Sound established a year-long one-to-one exchange program with the University of Passau. Located at the scenic conjunction of the Danube, Inn, and Ilz Rivers, Passau has been a center of trade, culture, and religion since Roman times. The exchange is designed for the advanced student who is already proficient enough in German to survive on his/her own. The student lives in a dormitory in the charming “Old City.” The student may choose any courses in humanities or in the social sciences offered by the University of Passau. Applications for the program are accepted until March.
Semester Programs

DIJON
Offered each spring semester in conjunction with the University of Burgundy, 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 Burgundy 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.

The selection process takes place in the early fall for the upcoming spring.

ENGLAND
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.

The selection process takes place in February for both the upcoming fall and for the next spring term.

Watford
The Independent Liberal Arts Colleges Abroad (ILACA) also hosts an alternate location in England, twenty miles northwest of London. Like London, its emphasis is on the arts and sciences and a director is selected from one of the ILACA universities. However, it is offered only in the spring semester. Selection takes place in February for the next spring term.

Other programs:
Taiwan: This is an eight-week summer intensive-language program in conjunction with the University of Massachusetts. Students study at Tunghai University in Taichung, and live in dormitories on campus. One unit of credit is awarded for either Chinese 113, or 213. A minimum of one-year college-level Mandarin Chinese is required. Selection takes place in March for the upcoming summer.

Asian Business: This three-week program is a tour of various Asian countries, focusing on the strategies of export trade promotion. Visits usually include government trade offices, meetings with U.S. managers working in Asia, bankers and government officials. Countries toured last year included Hong Kong, China, Thailand and Japan. One unit of credit is awarded (BPA 373). Selection takes place in October for the upcoming January.
Women Studies Program

Coordinator: Florence Sandler, English
Advisory Committee: Denise Despres, English; Juli Evans, Occupational Therapy; Kathy Hummel-Berry, Physical Therapy; Beth Kalikoff, English; Laura Laffrado, English; Diana Marré, Communication and Theatre Arts; Ann Neel, Comparative Sociology (on leave Spring 1990); Kate Stirling, Economics

About the Program
An interdisciplinary program, rather than a department, Women Studies at UPS is designed to play an enriching, challenging, and developing role in relation to the larger curriculum. Its objectives are entirely consistent with the university’s educational goals of promoting independent, critical thought; breadth and complexity of knowledge; a personally constructed system of values; and the ability to clearly and effectively express perceptions, understandings, and conclusions to others.

Women Studies is unique in that its courses offer an alternative to traditional male-centered approaches to knowledge. Such approaches have not only largely ignored women, but have typically evaluated all universals—as in the case of “human development” or “human nature.” By contrast, Women Studies courses move women from a position of invisibility or marginality to the center of concern, and study them in their own terms.

Women Studies courses are designed to enable students to perceive and critically analyze assumptions, belief systems, and personal experiences, to better understand their own relationships with 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, WMST 494, and three other courses in the program.

Courses taken before 1975 are subject to review and approval by the Women Studies Coordinator for inclusion in the minor.

Course Offerings in Other Departments
CSOC 212: Women, Men, and Society
CTA 465: Women in Theatre
ENGL 235: Literature by Women
ENGL 360: Major Authors: Charlotte Brontë and Elizabeth Gaskell
ENGL 435: Literature and Gender
HIST 374: Women and Social Change in the U.S. to 1880
HIST 375: Women and Social Change in the U.S. since 1880
LAW SCHOOL: Women, Work and Welfare

Course Offerings in Women Studies

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 requirement.

494 Feminist Research Seminar In this course students examine the differences 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, and at least one other course in the program.

495/496 Independent Study
Women Studies Program

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 Women Studies Program often co-sponsors programs with the Feminist Student Union, an organization on campus which emerged from the genuine concern for the needs of women and with the recognition that sexism and racism negatively affect relationships among all people.
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 colleges.
2) Cumulative grade-point average and course selection.
3) Rank in graduating class (freshmen only).
4) Scores from the College Board Scholastic Aptitude Test (SAT), the American College Test (ACT), or the Washington Pre-College Test (WPCT).
5) Letter of personal recommendation (freshmen only) from a teacher and counselor. Two recommendations are preferred.
6) A personal essay (freshmen only).
7) A personal interview, while not required, is certainly encouraged.

Admission to the University extends the privilege of registering in courses of instruction only for the term stated in the Letter of Acceptance. The University necessarily reserves the option to refuse extension of this privilege and to deny any initial application.

Recommended 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, admission counselors are available to conduct interviews and answer questions. Tours led by University students are available Monday through Friday from 9 a.m. to 4 p.m. or on Saturday by special appointment. 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 23-26, 1989) and Winter Holiday (December 22, 1989—January 1, 1990). During Fall Break (October 13, 1989), Winter Break (December 14-21, 1989 and January 2-15, 1990), and Spring Recess (March 12-16, 1990) 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.

Regular Admission Plan: For regular applicants, notification of admission decisions begins January 1 and continues on a rolling basis as complete applications are received. 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 1990 should apply no later than March 1, 1990. The Committee on Admission will continue to consider applications received after this date on a space-available basis. The University subscribes to the National Candidates’ Reply Date of May 1 and does not require advance payments prior to this date; however, those freshmen planning to reside on campus should forward the Residential 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 May 1 should know that their chances for on-campus housing and financial assistance are diminished and not guaranteed. Advance deposits are not refundable after June 1.

Early Decision Plan: Students who want to apply to the University of Puget Sound early in their senior year may want to consider the Early Decision Plan. With this plan, the application for admission is due on November 15, the student receives a notification of acceptance which will be mailed on December 15 (along with a tentative notification of financial aid, if it has been applied for), and the student pays an advance tuition deposit by January 15. 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 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, 1990. Final award decisions will be mailed to students beginning April 3, 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 recommendations 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. Applicants who wish to defer their enrollment must submit a $100 advance tuition fee to hold their place in the next class. The $100 advance tuition fee becomes non-refundable at the time of the deferment.
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. An application for freshman 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. A student may submit the Washington Uniform Application; however, the application found in the viewbook is preferred and additional materials will be required.

   The student information section of the application form should be completed by the applicant before presenting the application, with a personal essay attached, to his/her high school counselor. The counselor will complete the school evaluation section, add a transcript of the applicant's academic record, a personal recommendation, and a teacher evaluation, and will forward them to the Office of Admission.

   If the applicant wishes another school official to also 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 $25 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 given will be 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.

5. International Baccalaureate. The University will grant one unit of lower division credit for each International Baccalaureate (IB) Higher Level Examination passed with a grade of 5, 6, or 7. Additionally, one unit of lower division credit will be granted for the Theory of Knowledge, if a student has earned the IB diploma. A maximum of 6 units will be awarded.

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 to be considered.

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 University Core requirements. A maximum of 10 of the 11 core requirements may be satisfied through transfer. The eleventh, a comparative values course, must be completed at the University of Puget Sound, preferably during the senior year. Courses that transfer in fulfillment of core requirements may not be completed through independent study, nor graded on a pass/fail basis.

8. Sixteen units must be completed in residence in order to obtain a Puget Sound degree.

9. Following admission to and enrollment in the University, if it is learned that a student misrepresented his academic record when applying for admission, he or she will be subject to immediate dismissal.

Special Regulations

1. Within a baccalaureate degree program, the University makes a clear distinction between the first 16 units (freshman-sophomore years) and the last 16 units (junior-senior years) of coursework. The following educational programs are considered part of the freshman-sophomore years, and are acceptable in transfer to a combined total of 16 units:

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

1. **An 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. **$25 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.

4. **A Transfer College Clearance Form.** This form may be obtained from the Office of Admission.

5. An essay or a copy of a graded college paper.

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 Health Forms

**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 from 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 Residential Life Deposit should be forwarded with the application. Students are advised to return the form immediately upon receiving their acceptance. This Residential 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 medical history and immunization form prior to enrollment. This history and immunization form is provided to students prior to the term in which that student plans to enroll.

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

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

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 enclosed with the Letter of Acceptance. A $100 advance Residential Life Deposit and the application should be forwarded to the Office of Admission immediately upon receipt. This advance Residential 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 medical history and immunization form prior to enrollment. This history and immunization form is provided to students prior to the term in which that student plans to enroll.

Veterans
Honорably 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. Application materials must be submitted by May 1.

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 Session
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. Attendance in a summer session does not guarantee a student matriculating status.

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 the Office of Admission, University of Puget Sound, Tacoma WA 98416-0002.

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) 591-2252.

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
Associate Dean of Students/Director of Residential Life: Thomas Amorose

The Office of Residential Life is committed to the University of Puget Sound’s belief in offering a broad educational experience to its students. It seeks to guarantee that the academic mission of the University is sustained by, and sustains, students’ living environment. The Residential Life Program is designed to contribute to the personal growth and development of the resident student.

To reach these goals our program creates a sense of community within each of our residential facilities and through the provision of programs and other resources, aids residents in the development of those qualities which are essential to academic achievement and 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 live. 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.

An additional part of the Residence Hall system are the four A-Frames and three Chalets, nestled in the fir trees at the heart of campus. Each A-Frame has a living room, two double rooms, and two singles. These facilities offer residents the convenience of traditional residence hall living in a more intimate setting.

The Chalets can accommodate eleven students each and are accessible to non-ambula-
Residential Life

tory individuals. Each Chalet has a living room, one triple, three doubles, two singles, as well as laundry and kitchen facilities.

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.

Residence Houses
Sixty-eight 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 with the same furnishings as in residence halls.

Residence Houses are available to upperclass and transfer students by contacting the Residential Life Office.

Special Residential Programs
Special program houses create strong links between living and learning experiences. The students in each house have similar academic backgrounds and goals and are encouraged to develop a living environment that is conducive to academic inquiry beyond the classroom. Each house is advised by a University faculty or staff member who is committed to student growth and development through practical experience.

The special programs include the Honors/Langlow House for intensive study of the humanities; four Language Houses for the study of French, German, Spanish, and Chinese; and a number of Theme Houses, whose topics vary from academic to recreational.

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, under the supervision of the Residential Life office, as peer counselors, administrators, facilitators, and disciplinarians to the residents of their living area. The staff also initiates, organizes, and implements educational/developmental programs that contribute to the academic and 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.
Residential Life

Procedures: How to Apply
Residential Life applications are received by students with their Certificate of Admission. Completed applications must be accompanied by a $100 Residential 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. After that date, $50 is refunded until August 1. After August 1, none of the deposit is refundable. For spring semester applications, reservations must be cancelled no later than December 1 if the deposit is to be refunded.

Students will be notified of room assignments by early August for fall semester. As a result of a recent decision by the University’s Board of Trustees, freshmen who are interested in joining a fraternity or sorority will be able to participate in Formal Rush at the start of Spring semester and may move into the Chapter’s facility at the beginning of the sophomore year. Transfer students with sophomore standing or above may participate in Fall Informal Rush and move into the Chapter’s housing facility immediately.

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 Residence Houses 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, work-study employment and various types of loans, is available to qualified students on a limited basis and is described in detail in this Bulletin in the “Financial Aid and Scholarships” section.

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 paid in full. 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.
Registration Process
Incoming freshmen (fall only) will register on-campus during Orientation Week (see Academic Calendar) with payment due at the point of registration (see Methods of Payment below).

Incoming transfer students and continuing students will pre-register for classes with payment due by the validation deadlines (see Academic Calendar). Please note that the registration process is not complete (validated) until a signed invoice is returned to the Student Accounts Office with the required payment or alternative arrangements have been made with the Student Accounts Manager. Registrations validated after this date but before the close of business on the second day of classes will be assessed a late validation fee (see Schedule of Fees and Charges). Registrations not validated by the end of the second day of classes will be dropped.

Schedule of Fees and Charges
Estimated Expenses
A student considering attending the University of Puget Sound may expect the following yearly expenses:

- Tuition ........................................................ $10,180
- Room and Board ........................................... $3,600
- Student Government Fee ............................... $120

Estimated expenses amount to $13,900 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.

All charges, including tuition, fees, room and board are due and payable in full on or before the date of validation 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 1989-90 academic year is $10,180. Tuition will be charged at registration each term (fall and spring) in accordance with the following schedule:

- Full-time student (3 to 4.25 units) ........................ $5,090
- Overload, per unit ....................................... $1,290
- Part-time students (less than 3 units), per unit ........... $1,290
- Tuition charges for fractional unit courses will be computed at the per unit rate of ................................ $1,290

Refer to the Academic Policies section of this Bulletin for definitions of full-time and part-time students as well as overloads. For full-time students, failure to enroll in 4.25 units per term or .5 unit activity does not accumulate future tuition credit.

All students in the Masters of Physical Therapy 3-3 Program will be charged tuition at the undergraduate rate plus the student government fee (if full-time) until such time a bachelor’s degree is earned or the student is or would be considered in graduate status for financial aid purposes. (See above for rates.) Once this occurs, the student will be charged on a per unit basis. (See above for current per unit cost.)

Audit Fees
Full-time main campus and law students, alumni, and members of the University of Puget Sound Women’s League, may audit, without charge, one regularly scheduled campus class per term, with a maximum of two units per academic year, including Summer Session. For a list of non-auditable courses, see the Academic Handbook. Other students will be charged $645 per unit. All auditors will be charged any applicable class instruction fees. Reduced tuition rates are not available to students who change a graded class to an audit class.
Financing Your Education

Term Fees
Student Government Fee (Required of each full-time student, except matriculating graduate students; not refundable) .......................................................... $ 60
Late validation Fee (For payments received after the last day to validate) .......................................................... $ 40

Sundry Fees
Application for admission (payable only once) .......................................................... $ 25
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 .................................................................................. $ 38
Bowling ......................................................................................... $ 25
Golf ................................................................................................. $ 25
Individual Fitness ........................................................................... $ 10
Nutritional/Energy Balance ................................................................. $ 20
Physics of Exercise ........................................................................... $ 20
Riding ............................................................................................... $200
Sailing .............................................................................................. $115
Scuba Diving ................................................................................... $ 75
PE fees are non-refundable after the add/drop period.

Fieldwork Experience/Internship Fee required of Occupational Therapy/Physical Therapy students at the beginning of the Fieldwork/Internship period:
Occupational Therapy ........................................................................ $1,040
Physical Therapy .............................................................................. $1,040
See course sections on Occupational Therapy/Physical Therapy for complete information.

Applied Music Fees
The applied Music fee is $55 per quarter-unit and is not refundable after the beginning of the term. For a complete listing of private and class applied music courses, see School of Music section of this Bulletin. These classes are considered as academic, not activity, units toward graduation requirements.

Rates for University-owned Residences
Room and Board ............................................................................. $3,600
(Covers full academic year. Vacation periods are excluded.)

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. Applications cancelled prior to June 1 are refundable in full. After that date, $50 is refunded until August 1. After August 1, none of the deposit is refunded until the student fulfills the contract for the semester. For Spring Semester applications, reservations must be cancelled no later than December 1 if the deposit is to be refunded.

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 term in 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. Additional 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, scholarships or loans received by the University, is due on or before the date of validation; 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 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 judgment 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 University or from a course in the following proportions based upon the period from the beginning date of the University term to the date of the student’s official withdrawal as established by the Registrar: withdrawal before the first day of the session—100%; before the end of the second calendar week—80%, third calendar week—60%, fourth calendar week—40%, fifth calendar week—20%; withdrawal after the end of the fifth calendar week, no refund. Lack of attendance does not cancel the incurred obligation on the part of the student.

An appeals process exists for students or parents who feel that individual circumstances warrant exceptions from published policy. Appeals must be presented in writing to the Controller setting forth the circumstances.

**Room.** Generally, residence hall fees are not refundable after the first day of classes. A prorated 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 exists at the time of the student’s withdrawal from the resi-
Financing Your Education

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
student'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 disci-
plinary reasons, his/her award will normally be cancelled and may not be used in settlement of
his/her financial obligations to the University. The financial obligation, however, is not
cancelled, and the student is held liable for any unpaid balance remaining on his/her account.

Loans. Students receiving benefits under any loan program outlined in this Bulletin must
contact the Financial Aid and Scholarships Office upon withdrawal.

Financial Aid and Scholarships

Director: Steven Thorndill

The costs of higher education concern everyone. Many sources of financial aid funds make
enrollment at the University of Puget Sound possible. In fact, during the 1988-89 academic
year, 70% of all full-time undergraduate students received some form of financial aid.
Financial aid is available and all applicants for admission are strongly encouraged to apply.

The Office of Financial Aid and Scholarships welcomes inquiries about the wide range of
financial aid opportunities which are available to 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 three
forms: grants or scholarships, loans, and employment. A typical financial aid package will
include all three 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. Both programs that follow require that a student
Financial Aid and Scholarships

show demonstrated financial need by the completion of a Financial Aid Form (FAF). Sources include:

Carl Perkins Loan (previously known as National Direct Student Loan)
These funds are available from Puget Sound interest free until nine 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.

Robert Stafford Loan (previously known as the Guaranteed Student Loan)
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 begins repayment of the principal and is assessed an eight percent interest rate.

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.

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 1988-89 academic year, the average financial aid package awarded to students who demonstrated need amounted to $8,000; individual packages ranged from $200 to $12,000.

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 accepted 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 April 1 for new students who apply by the preference date. After April 1, 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 $3500 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 and transfers 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.

_Washington Scholars_  
Residents of Washington who are designated as "Washington Scholars" by the program enacted by the Legislature will receive up to $1800 in scholarship funds from Washington state because of this designation (the exact amount for the 1989-90 academic year has not been determined).

_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.

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 as soon as possible.

Approximately 10 to 15 new Merit Scholarships are expected to be awarded each year. Award values range from $750 to $2000 and each award is renewable. Awards made in excess of $750 are based on financial need. Additionally all National Merit Finalists who are also selected as Trustee Scholars will receive an enhanced Presidential Trustee Scholarship of $4000 in place of the normal $3000 Trustee Scholarship. 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 15. 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 scholarships are $1500 each. 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 15. Interviews will be scheduled by April 1. For more information, contact the Office of Financial Aid and Scholarships, University of Puget Sound, Tacoma, WA 98416.
Religious Leadership Awards
The University of Puget Sound will award as many as ten scholarships in amounts ranging from $1000 to $4000 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 ranging from $500 to $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
Army ROTC Scholarships are awarded to qualified full-time students who wish to attend the University of Puget Sound. For information, contact Army ROTC, 403 Garfield, Tacoma, WA 98447, (206) 535-8740.

University of Puget Sound Leadership Awards
Four $2000 scholarships, renewable for three additional years, are awarded to incoming freshmen. 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/SLS Loans (Auxiliary Loans to assist parents and students).
This federal program will allow parents of dependent undergraduate students to borrow up to $4000 per year; and independent undergraduate and graduate students to borrow up to $4000 in addition to 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 generally begin repaying the loan within 60 days of disbursement of the loan and will be charged a variable interest rate based upon the one year Treasury Bill rate plus 3.75 percent with a maximum of 12 percent. Student borrowers generally will be required to pay the interest or to make arrangements with the lender to allow the interest to capitalize while in school, but will not begin repayment of the principal until after leaving school. For more information and an application, contact local lenders, your state's Student Loan Guaranty Association, or the Puget Sound Office of Financial Aid and Scholarships.

Private Loan Opportunities
There are many private lenders who have specialized programs for educational loans. Depending on the loan type, parents and independent students can borrow from $500 up to $15,000 per year, if the qualifying credit and income criteria are met. For more information on several of the programs, contact 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 at 3211 North 15th.
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 010.

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 the Admission Office 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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Director of Library, Desmond Taylor
Associate Registrar, Mary Morgan
Director of Summer Session, Carrie Washburn
Coordinator, Academic Computing, Thomas C. Aldrich
Microcomputer Coordinator, Joan Soderland
Microcomputer Technical Coordinator, Jean Huskamp
Arts Coordinator, Laura Leigh McCann

Office of the Financial Vice President
Vice President, Ray Bell
Controller, Stephen Ward
Director of Bookstore, Barbara Racine
Director of Business Services, John Hickey
Director of Computer Services, Timothy Cramer
Director of Financial Aid and Scholarships, Steven Thorndill
Director of Food Services, Richard Fritz
Director of Personnel, Rosa Beth Gibson
Director of Physical Plant, Robert Bosanko
Director of Printing, George Madsen
Director of Security, Todd Badham
Director of Summer Conferences, Mary Benson
Telephone and Mail Services Coordinator, Wilfred Rodriguez

Office of Vice President for University Relations
Vice President, Paul C. Magnusson
Director of Public Relations, Gregory W. Brewis
Director of Development, Kenneth N. Rudolph
Acting Director of Foundations/Corporations, Nancy Hausauer
Director of Planned Giving, Stephen C. McGlone
Director of Special Giving, Laura Edman
Director of Annual Giving, Lori G. Vand
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Office of Dean of Students
Dean, David Dodson
Associate Dean, Director of Residence Life, Thomas Amorose
Assistant Director of Residence Life, Eric Anderson
Assistant Director of Residence Life, John McGuire
Assistant Director of Residence Life, Tammy Walter-Brooks
Coordinator of Operations, Pamela Sjostrom
Director of Student Programs, Serni Solidarios
Minority Students Advisor, Serni Solidarios
Media Advisor, Dana Grant
Director of Counseling Center, Robert Stremba
Counselor, Judith Jaynes
Counselor, Donn Marshall
Director of Health Center, Wendy Hamai
Physician’s Assistant, Janet Partlow
Consulting Nurse, Linda Everson
Chaplain, K. James Davis
Faculty

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BS, Central Washington University, 1978
MS, Montana State University, 1981

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Honours degree, Macquarie University, NSW, Australia, 1977
PhD, University of Washington, 1986

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BA, Brandeis University, 1975
MA, Yale University, 1977
JD, Harvard Law School, 1980

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BA, Augsburg College, 1973;
MA, St. Thomas College, 1975;
MA, University of Minnesota, 1985

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BS, University of Puget Sound, 1984

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BA, MA, PhD, University of Washington, 1960, 1962, 1970

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BA, University of Vermont, 1969
MS, PhD, Colorado State University, 1972, 1973

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BS, Virginia Military Institute, 1965
PhD, University of Washington, 1978

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BA, University of Puget Sound, 1964
MA, DPA, George Washington University, 1966, 1972

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BS, University of Calcutta, 1966;

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BA, California State University, Chico, 1972
MA, PhD, University of California, Santa Barbara, 1974, 1978

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BA, Muskingum College, 1961
MA, PhD, Harvard University, 1963, 1973

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BA, Whitman College, 1980
MA, The University of Michigan-Ann Arbor, 1984

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BA, Pacific University, 1974
MA, PhD, University of Iowa, 1975, 1978

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BA, Brown University, 1977
MS, PhD, University of Washington, 1981, 1986

Barry A. Bauska, English
BA, Occidental College, 1966
PhD, University of Washington, 1971

William Beardsley, Philosophy
BA, The Johns Hopkins University, 1976
MA, PhD, University of Pittsburgh, 1978, 1984
James E. Beaver, Law
BA, Wesleyan University, 1952
JD, University of Chicago, 1958

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BS, University of Santa Clara, 1978
MS, PhD, University of Illinois, Urbana, 1982, 1984

Marilyn J. Berger, Law
BS, Cornell University, 1965
JD, University of California School of Law, Berkeley, 1970

Michael Bernhart, School of Business and Public Administration
BA, Brown University, 1963
MS, PhD, Massachusetts Institute of Technology, 1970, 1977

Keith O. Berry, Chemistry
BA, Colorado State College, 1960
PhD, Iowa State University, 1966

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BS, University of Idaho, 1975
MBA, California State University, Hayward, 1978

Geoffrey H. Block, Music
BA, University of California, Los Angeles, 1970
MA, PhD, Harvard University, 1973, 1979

David Boerner, Law
BS, LLB, University of Illinois, 1962, 1963

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BA, Wabash College, 1964
JD, Harvard University, 1967
LLM, University of Virginia, 1971
SJD, University of Virginia, 1972

Douglas M. Branson, Law
BA, University of Notre Dame, 1965
JD, Northwestern University, 1970
LLM, University of Virginia, 1974

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

Jordan Brower, Mathematics and Computer Science
BA, Drake University, 1981
MS, University of Washington, 1984

Steven Brown, Business and Public Administration
BA, University of Puget Sound, 1977
JD, University of Puget Sound, 1981

William S. Brown, Economics
BA, MA, Texas Christian University, 1971, 1972
PhD, University of Colorado, 1977

Donald M. Carmichael, Law
BA, Davidson College, 1958
LLB, University of Louisville, 1963
LLM, University of Wisconsin, 1964
Faculty

Brad Caskey, Psychology
BS Ed., University of Wisconsin-River Falls, 1980
Ms, PhD, Purdue University, 1983, 1985

Lynette Chandler, Physical Therapy
BS, Simmons College, 1961
BA, MEd, PhD, University of Washington, 1967, 1974, 1983

Eric Chiappinelli, Law
BA, Claremont Men's College, 1975
JD, Columbia University Law School, 1978

Shelby J. Clayson, Physical Therapy
BS, University of Minnesota, 1960
MS, University of Colorado, 1966

H. James Clifford, Physics
BS, PhD, University of New Mexico, 1963, 1970

Dan L. Clouse, Foreign Languages and Literature
BA, Dartmouth College, 1971
MA, University of Texas-Austin, 1975

Ernest F. Combs, Economics
BA, Washington State University, 1953
MILR, Cornell University, 1955
PhD, University of Washington, 1971

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

Terry A. Cooney, History/Associate Dean
BA, Harvard College, 1970
MA, PhD, State University of New York, Stony Brook, 1971, 1976

Ralph E. Corkrum, English
BA, MA, Washington State University, 1951, 1953

Francis L. Cousens, English
BA, California State University, Los Angeles, 1956
MA, California State University, Northridge, 1963
PhD, University of Southern California, 1968

William Creech, School of Law
BA, University of Washington, 1966
JD, University of Washington School of Law, 1969
LLM, New York University, 1983

Michael J. Curley, English/Honors Director
BA, Fairfield University, 1964
MAT, Harvard University, 1965
PhD, University of Chicago, 1973

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BS, Western Washington University, 1974
PhD, University of Washington, 1980

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BA, Denison University, 1956
MS, University of Michigan, 1957
PhD, Cambridge University, 1963

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BA, University of Notre Dame, 1979
MA, Indiana University, 1980
PhD, Indiana University, 1985


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BA, Colorado College, 1965  
MBA, Indiana University, 1967  
PhD, University of Oregon, 1974

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BA, Linfield College, 1962  
BD, Berkeley Baptist Divinity School, 1966  
PhD, Graduate Theological Union/University of California, Berkeley, 1972

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BA, MA, San Francisco State University, 1970, 1972  
PhD, Northwestern University, 1983

**Donald A. Duncan**, Physical Education  
BA, Washington State University, 1951  
MS, University of Washington, 1969

**Lawrence E. Ebert**, Music  
PhD, Michigan State University, 1967

**Douglas Edwards**, Religion  
BS, University of Nebraska, 1972  
M. of Div., Boston University School of Theology, 1978  
PhD, Boston University, 1987

**Albert A. Eggers**, Geology  
BS, Oregon State University, 1966  
MA, PhD, Dartmouth College, 1968, 1971

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BA, LLB, University of Kansas, 1961, 1964  
SJD, University of Michigan, 1969

**John T. English**, Education  
BA, MA, Michigan State University, 1961, 1964  
PhD, University of Oregon, 1973

**James Evans**, Physics  
BS, Purdue, 1970  
PhD, University of Washington, 1983

**Juli Evans**, Occupational Therapy, OTR  
BS, Indiana University, 1975  
MS, Indiana University, Indianapolis, 1979

**Ronald M. Fields**, Art  
BA, Arkansas Polytechnic College, 1959  
MA, University of Arkansas, 1960  
PhD, Ohio University, 1968

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BA, University of Puget Sound, 1967  
MS, PhD, University of Wisconsin, 1969, 1971

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BA, MA, Oxford, U.K., 1949  
PhD, Cambridge, U.K., 1953

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BS, University of Maryland, 1963  
MA, University of Puget Sound, 1972  
PhD, Union Graduate School, 1975
R. Scott Fowler, Mathematics and Computer Science
BA, Swarthmore College, 1969
MA, PhD, Cornell University, 1974, 1978
MS University of Washington, 1985

Sheldon S. Frankel, Law
BA, University of Connecticut, 1961
JD, LLM, Boston University, 1964, 1968

James Friedrich, Psychology
BA, Oberlin College, 1978
MA, PhD, University of Michigan, 1981, 1984

Michael Gardiner, Biology
BS, Portland State University, 1965
PhD, University of Washington, 1971

Robert F. Garratt, English
BA, MA, San Jose State University, 1964, 1969
PhD, University of Oregon, 1972

Angela Gause, Occupational Therapy
BS, Florida State University, 1979
MOT, University of Puget Sound, 1984

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BA, Queens College, CUNY, 1975
MS, PhD, University of Minnesota, 1980, 1985

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BA, MA, University of Washington, 1958, 1959
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BS, Illinois College, 1972
MS, PhD, University of Illinois, 1975, 1978

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BA, Western Washington University, 1960
MS, PhD, Washington State University, 1964, 1966
JD, University of Puget Sound 1979

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BA, Columbia College, 1967
MA, PhD, University of Washington, 1974, 1978

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BA, PhD, University of Washington, 1972, 1981
MA, Mills College, 1975

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BA, University of Sussex, 1970
Certificate of Education, University of Manchester, 1972
PhD, Michigan State University, 1979

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BS, MA, University of Washington, 1969, 1973
PhD, University of California, Los Angeles, 1976

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BA, University of Puget Sound, 1961
MA, University of Oregon, 1963
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BA, University of Maine-Orono, 1979
MA, PhD, Purdue University, 1982, 1986
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BA, MA, PhD, University of Washington, 1974, 1978, 1984

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BA, University of Houston, 1973
MA, PhD, Indiana University, 1977, 1981

David Hanks, Mathematics and Computer Science
BS, University of Puget Sound, 1985

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BA, MA, PhD, University of Washington, 1950, 1952, 1965

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BA, Whitman College, 1956
MA, University of Washington, 1960
PhD, University of Oregon, 1965

Norman Heimgartner, Education
BA, New York State University, 1952
MA, Columbia University, 1958
EdD, University of Northern Colorado, 1968

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BA, Hollins College, 1966;
JD, University of North Carolina, Chapel Hill, 1978

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BS, University of Puget Sound, 1985

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BA, College of Mount Saint Vincent, 1961
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BEd, Oregon State University, 1952
BS, MS, Oregon College of Education, 1953, 1958
EdD, Stanford University, 1964

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BA, Rockford College, 1963
JD, University of Illinois, 1970

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BS, University of Minnesota, 1968
MEd, Pacific Lutheran University, 1978
PhD, University of Nebraska, Lincoln, 1980

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BA, University of Illinois, 1972
MLIBR, University of Washington, 1974

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Franklyn L. Hruza, Business and Public Administration
BS, California State Polytechnic University, 1958
PhD, University of Washington, 1972

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BM, MM, Juilliard School of Music, 1978, 1979
DMA, Manhattan School of Music, 1986

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BS, MEd, University of Washington, 1975, 1978

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BA, Harvard
JD, Boston College

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BA, University of Colorado, 1964
MS, PhD, Colorado State University, 1965, 1968

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BA, Williams College, 1976
MA, PhD, Claremont Graduate School, 1984, 1987

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BSE, Southern Arkansas University, 1981
MEd, University of Arkansas, 1984
PhD, Texas Women's University, 1988

Keith James, English
BA, California State University-Pomona, 1970
MA, Wayne State University, 1971

Darwin Jorgensen, Biology
BS, PhD, Iowa State University, 1974, 1980
MS, University of South Carolina, 1976

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BA, MA, University of North Carolina, 1974, 1975
MA, University of Washington, 1985

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

Beth Kalikoff, English
BA, Johns Hopkins University, 1977
MA, PhD, Indiana University-Bloomington, 1980, 1983

Ernest L. Karlstrom, Biology
BA, Augustana College, 1949
MS, University of Washington, 1952
PhD, University of California, Berkeley, 1956

Marci Kelly, Law
BA, Vassar, 1973
JD, University of Virginia Law School, 1977
LLM, New York University School of Law, 1983

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BA, MS, California State University, San Jose, 1962, 1967
PhD, Oregon State University, 1971

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BA, Oberlin, 1970
MA, University of Washington, 1972
PhD, Emory, 1975
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BA, MA, University of Washington, 1961, 1964
DBA, University of Oregon, 1969

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BS, Purdue University, 1952
MBA, PhD, Ohio State University, 1975, 1978

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

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BA, Vassar College, 1979
MFA, University of Montana, 1982
PhD, SUNY-Buffalo, 1987

John Q. LaFond, Law
BA, LLB, Yale University, 1965, 1968

Mary Rose Lamb, Biology
BA, Reed, 1974
MLS, SUNY, Albany, 1975
PhD, Indiana University, 1983

Del N. Langbauer, Religion
BA, Duke University, 1965
MA, PhD, Claremont Graduate School, 1967, 1970

Julie Larrieu, Psychology
BA, Southeastern Louisiana University, 1979
MS, PhD, Purdue University, 1981, 1983

Jama Lazerow, History
BA, University of Massachusetts, 1975
PhD, Brandeis University, 1983

Matthew Levey, Law
BA, Clark University, 1978;
MA, University of Michigan, 1980;
MA, University of Chicago, 1984

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BS, Wisconsin State University, 1962
MS PhD, University of Wisconsin, 1964, 1972

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BA, University of Puget Sound, 1958
MA, University of Washington, 1960
PhD, Syracuse University, 1975

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BS, MS, McGill University, 1949, 1950
PhD, University of Michigan, 1957

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BA, Yale University, 1969
PhD, Stanford University, 1980

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BS, Southern Oregon College
JD, University of Puget Sound, 1988

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BFA, University of Wisconsin, 1970
MFA, University of Texas, 1973
PhD, University of Washington, 1983
Terrence R. Mace, Biology  
BA, Carleton College, 1968  
MS, University of Minnesota, 1971  
PhD, University of Montana, 1981  

Michael Madden, Communication and Theatre Arts  
BA, Washington State University, 1975  
MA, PhD, University of Iowa, 1985, 1989  

Mark Malvasi, History  
BA, Hiram College, 1980;  
MA, University of Chicago, 1981  

Bruce Mann, Economics  
BA, Antioch College, 1969  
MA, PhD, Indiana University, 1974, 1976  

Deborah Maranville, Law  
BA, Stanford University, 1972  
JD, Harvard Law School, 1975  

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BA, MA, MFA, Washington University, 1974, 1982  
PhD, University of California-Berkeley, 1987  

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BS, MS, PhD, University of Idaho, 1968, 1971, 1976  

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BA, JD, William and Mary  

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BS, Kansas State University, 1963  
JD, Washburn University School of Law, 1966  

John McCuistion, Art  
BA, Humboldt State University, 1971  
MFA, University of Montana, 1973  

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BS, University of California, Berkeley, 1961  
PhD, University of Washington, 1965  

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MM, Academy of Fine Arts, Berlin, 1961  

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B of MEd., University of Rhode Island, 1979  
MM, Manhattan School of Music, 1983  

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BS, University of Puget Sound, 1965  
MS, PhD, University of Oregon, 1969, 1972  

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BS, Lebanon Valley College, 1960  
MM, University of Michigan, 1966  

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BA, MA, PhD, University of California-Los Angeles, 1969, 1973, 1978  

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BA, University of California, Riverside, 1959  
MA, PhD, University of California, Berkeley, 1965, 1978  

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BA, MA, Washington State University, 1969, 1971
Michael Newcity, Law  
BA, MA, JD, George Washington University, 1972, 1975

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JD, University of Michigan School of Law  
LLM, Temple University Law School

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BA, California State University at San Jose, 1961  
JD, University of California, Hastings, 1966

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BA, Medaille College, 1968  
MA, PhD, University of Washington, 1975, 1978

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BA, Western Washington University, 1973  
JD, University of Puget Sound, 1978

William Oltman, Law  
BS, University of Wisconsin, 1966  
JD, University of Michigan, 1969

Hans Ostrom, English  
BA, MA, PhD, University of California, Davis, 1975, 1978, 1982

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BA, MD, Stanford University, 1950, 1954  
MTh, School of Theology, Claremont, 1961  
PhD, Claremont Graduate School, 1966

A. Susan Owen, Communication and Theatre Arts  
BA, MA, University of Alabama, 1976, 1978

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BA, University of Texas, 1967  
PhD, University of Minnesota, 1975

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BA, Tunghai University, Taiwan, 1984  
MA, University of Washington, 1986

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BS, University of Utah, 1960  
MA, PhD, Ohio University, 1961, 1963

Joseph Peyton, Jr., Physical Education  
BA, MA, University of Puget Sound, 1967, 1971

Philip M. Phibbs, Politics and Government/President  
BA, Washington State University, 1953  
MA, PhD, University of Chicago, 1954, 1957

Matthew Pickard, Mathematics and Computer Science  
BEd, University of Hawaii, 1980

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BA, Oberlin College, 1966  
MA, PhD, University of Oregon, 1969, 1973

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BA, MBA, University of Puget Sound, 1959, 1964

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BS, Southwest Missouri State University, 1975  
MA, West Virginia University, 1976  
PhD, University of Oregon, 1988
Ann Putnam, English
BA, Seattle Pacific University, 1967
MA, PhD, University of Washington, 1979, 1984

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BS, University of Puget Sound, 1982
MS, Washington State University, 1988

Betty Ragan, Art
BA, Birmingham Southern College, 1958;
MFA, Pratt Institute, Brooklyn, 1985

Darrell Reck, Religion
BA, Seattle Pacific University, 1960
BD, Garrett-Evangelical Theological Seminary, 1965
PhD, Boston University, 1970

Mark Reutlinger, Law
BA, University of California, Berkeley, 1965
JD, University of California School of Law, Berkeley, 1968

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BA, Illinois Wesleyan University, 1977
PhD, University of Virginia, 1982

J. Thomas Richardson, Law
BA, Colgate University, 1968
JD, Yale Law School, 1972

J. Christopher Rideout, Law and English
BA, University of Puget Sound, 1972
MA, University of Washington, 1977
PhD, University of Washington, 1982

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BA, Goshen College, 1968
MS, Northern Illinois University, 1971
PhD, University of Illinois, Chicago, 1976

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BA, Morehead State University, 1980
MA, PhD, University of Washington, 1982, 1987

Richard Robinson, Jewett Professor, School of Business
BA, University of Washington, 1942
MBA, Harvard Graduate School of Business Administration, 1943
PhD, Massachusetts Institute of Technology, 1963

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Agregation es lettres, Sorbonne, Paris IV, 1965
PhD, University of Washington, 1980

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BA, University of Oregon, 1979
Diplome Superieur d'Etudes Francaises, Universite de Poitiers, 1980
MA, University of Oregon, 1982

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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
Faculty

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

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BA, Friends World College, 1975;
MA, University of Washington, 1979

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BA, Syracuse University, 1973
MFA, University of Iowa, 1977
PhD, University of Iowa, 1986

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

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BA, Central Washington University, 1959
MEd., University of Washington, 1968

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

Shelley Sherrod, Chemistry
BS, University of Kentucky, 1967
PhD, California Institute of Technology, 1971

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

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

Fredrick W. Slee, Physics
BS, MS, PhD, University of Washington, 1959, 1960, 1966

Bryan A. Smith, Mathematics and Computer Science
BA, University of Utah, 1974
MS, PhD, University of Idaho, 1977, 1982
Faculty

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, Director, School of Music
BFA, MM, University of South Dakota, 1954, 1959
EdD, University of Illinois, 1971

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BA, University of Rhode Island, 1982

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, 1958
MA, PhD, Harvard University, 1962, 1968

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BS, Harvey Mudd College, 1961
MFA, University of Puget Sound, 1971
PhD, University of Washington, 1966

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BA, St. Martin's College, 1980
MA, University of Notre Dame, 1983
PhD, University of Notre Dame, 1987

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BA, Bethel College, 1968
MS, Virginia Commonwealth University, 1974

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BA, University of California, Davis, 1966
JD, Yale Law School, 1969

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BA, University of California, Los Angeles, 1963
MA, PhD, Harvard University, 1965, 1976

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

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BBA, University of Michigan, Dearborn, 1965
MBA, University of Michigan, Ann Arbor, 1966
DBA, Florida State University, 1972

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BA, Wesleyan University, 1967
PhD, University of Washington, 1978
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BA, Colorado College, 1976
MA, University of North Carolina, Chapel Hill, 1979
MA, PhD, Princeton University, 1982, 1985

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BS, Massachusetts Institute of Technology, 1972
MA, Boston University, 1979
MS, University of Puget Sound, 1983

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BA, University of Washington, 1968
MA, University of Puget Sound, 1972
PhD, University of Chicago, 1978

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JD, Harvard Law School

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MA, University of Wisconsin, 1973

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BS, Eastern Illinois University, 1964
MEd, University of Arizona, 1965
PhD, University of Utah, 1973

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BS, University of Florida, 1960
MS, Air Force Institute of Technology, 1967
PhD, University of Washington, 1975

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BS, University of Washington, 1962
MS, PhD, Oregon State University, 1966, 1972

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

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BFA, MA, MFA, University of Iowa, 1960, 1962, 1969

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BA, Earlham, 1964
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BS, MS, University of Colorado, 1948, 1949
MBE, PhD, Claremont Graduate School, 1966, 1972

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

**James L. Wiek**, School of Business and Public Administration  
BA, MBA, University of Washington, 1963, 1964  
PhD, Michigan State University, 1969

**Roberta A. Wilson**, Physical Education  
BS, MS, PhD, University of California, Los Angeles, 1970, 1972, 1987

**Anne Wood**, Chemistry  
BS, PhD, University of Illinois, Urbana, 1966, 1970

**Lisa Wood**, Psychology  
BA, MAT, PhD, University of Washington, 1975, 1979, 1987

**Harmon Zeigler**, Phibbs Distinguished Chair, Politics and Government  
BA, Emory University, 1957  
MA, PhD, University of Illinois, 1958, 1960

### Emeriti

**Robert G. Albertson**, Religion  
BA, Northern Colorado University, 1947  
BD, Garrett-Evangelical Theological Seminary, 1950  
PhD, Claremont Graduate School, 1966

**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, 1944  
MS, University of Washington, 1954  
PhD, University of Utah, 1965

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

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

**Wolfred Bauer**, History/Associate Dean  
BA, PhD, University of Washington, 1951, 1964

**Alice C. Bond**, Physical Education  
BS, University of Iowa, 1931  
AM, Columbia University, 1932

**Bert Elwood Brown**, Physics  
BS, Washington State University, 1949  
MS, California Institute of Technology, 1953  
PhD, Oregon State University, 1963

**Bill Colby**, Art  
BA, University of Denver, 1950  
MA, University of Illinois, 1954

**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  
PhD, 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
Ilona Herlinger, Music
BA, Michigan State University, 1955
MM, University of Michigan, 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

John T. Lantz, Mathematics and Computer Science
BS, University of Puget Sound, 1946
MA, University of Washington, 1955

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

Jacqueline Martin, Foreign Languages and Literature
BA, University of Washington, 1944
MA, Boston University, 1952
PhD, University of Oregon, 1966

Peggy Mayes, Art
BAE, University of Arkansas, 1933
MFA, University of Puget Sound, 1963

Frances McDonnel, Physical Education
BA, University of Puget Sound, 1940

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BA, MBA, Stanford University, 1940, 1947

Margaret Myles, Music
Chicaco Music Conservatory, 1946
LaFarge 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

Frank N. Peterson, Comparative Sociology/Associate Dean
BA, University of Puget Sound, 1950
ThM, ThD, Iliff School of Theology, 1953, 1960

Paul Perdue, Business and Public Administration
BA, MA, University of Puget Sound, 1959, 1960

John W. Phillips, Religion/Comparative Sociology
BA, Baker University, 1942
STB, PhD, Boston University, 1945, 1948
DD, Baker University, 1967

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. Sincitico, Law
BA, Holy Cross College, 1936
JD, Harvard, 1939

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

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

Esther B. Wagner, English
BA, MA, PhD, Bryn Mawr College, 1939, 1941, 1950

Donald C. Zech, Physical Education
BS, University of Notre Dame, 1954
MS, Washington State University, 1955

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
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Fall 1989

August 18  Friday  University Housing Open for Freshmen, 10 am; Food Service for Residence Hall Students Opens, 11 am
August 19-27  Sat-Sun  Orientation Week
August 24  Thursday  Greek Chapters Open for Continuing Students, 10 am
August 27  Sunday  Residence Halls and Residence Houses Open for Continuing Students, 10 am
August 27  Sunday  Last Day to Drop with 100% Refund
August 28  Monday  Classes Begin
August 28  Monday  Late Registration, until 7 pm
August 30  Wednesday  Add/Drop Begins, 8:30 am
September 4  Monday  Labor Day Holiday (No Classes)
September 5  Tuesday  Last Day to Add Classes, 4:30 pm
September 5  Tuesday  Last Day to Exercise P/F Option, 4:30 pm
September 6  Wednesday  Registration for Audit Classes
September 8  Friday  Application for May/August Graduation
September 8  Friday  Last Day to Drop Without Record, 4:30 pm
September 8  Friday  Last Day to Drop with 80% Refund
September 15  Friday  Last Day to Drop with 60% Refund
September 22  Friday  Last Day to Withdraw With An Automatic "W"
September 22  Friday  Last Day to Drop with 40% Refund
September 29  Friday  Last Day to Drop with 20% Refund
October 13  Friday  Fall Break (No Classes)
October 13  Friday  Incomplete Spring/Summer Work Due to Instructor
October 13  Friday  Mid-Term
November 22  Wednesday  Pre-Registration for Spring Term
November 22  Wednesday  Food Service Closes, 6 pm
November 27  Monday  Open Registration for Spring Begins (Continuing Students and Transfers)
November 27  Monday  Food Service Opens, 6:45 am
December 6  Wednesday  Last Day of Classes
December 6  Wednesday  Last Day of Classes
December 7-10  Thurs-Sun  Reading Period (No Classes)
December 11-14  Mon-Thurs  Final Examinations
December 14  Thursday  Food Service Closes for Residence Hall Students, 6 pm
January 2  Tuesday  Final Grades Due, 9 am
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