The information contained in this Bulletin is current as of March, 1990. 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.

Statement of the Mission

The mission of the University of Puget Sound for the 1990’s shall be to continue if not accelerate its development as a primarily undergraduate institution, small in size, predominantly residential, committed as no other to personalized education and teaching quality, an institution effectively blending the liberal arts with selected professional and graduate-level programs, its major graduate program being that of the School of Law.

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, mathematical reasoning, 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 prominent 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 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 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 Band 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 the Residence Hall Association and 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 edu-
cation 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 pre-
sented 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
University Accreditation and Memberships

- 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. (No more than three units taken as a non-matriculant may be applied toward a UPS degree.)

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 course load 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.
Academic Policies

Independent Study Students wishing to do independent study in academic areas not covered by existing courses in the curriculum may obtain an "Independent Study Policy" sheet in the Office of the Registrar. If the conditions required for doing independent study are met, the student may complete an Independent Study Contract and submit it at the time of registration. To do independent study, a student must have junior or senior class standing and a cumulative grade average of at least 3.00. All independent study courses carry the numbers 495 or 496 for undergraduate and 695 or 696 for graduate degree candidates. No more than four independent study courses may count toward the bachelor’s degree and no more than two toward the master’s degree. No more than one independent study may be taken in a single term.

Explanation of Credit

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

System of Grading

<table>
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<tr>
<th>Letter Grades</th>
<th>Grade Explanation</th>
<th>Grade Points Per Unit</th>
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<tbody>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>.67</td>
</tr>
<tr>
<td>P (Pass C- or higher)</td>
<td>0 (not computed in GPA)</td>
<td></td>
</tr>
<tr>
<td>F (Fail)</td>
<td>0 (computed in GPA)</td>
<td></td>
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<tr>
<td>W (Withdrawal)</td>
<td>0 (not computed in GPA)</td>
<td></td>
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<tr>
<td>WF (Withdrawal Failing)</td>
<td>0 (computed in GPA)</td>
<td></td>
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<tr>
<td>AU (Audit)</td>
<td>0 (not computed in GPA)</td>
<td></td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0 (not computed in GPA)</td>
<td></td>
</tr>
<tr>
<td>IP (In Progress)</td>
<td>0 (not computed in GPA)</td>
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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.

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.
Academic Policies

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.

Drug Free Schools and Communities Act In compliance with the Drug-Free Schools and Communities Act of 1989, the University of Puget Sound maintains the following policy and program requirements: The University Honor Code (See Section II. F & S) prohibits the unlawful possession, use, and distribution of drugs and alcohol by students on the property of the University of Puget Sound or as any part of activities sponsored by the University. The University Substance Abuse Policy (See Section I.) provides a summary of relevant laws regarding illicit use, distribution, and possession of drugs and alcohol which serves as the basis for University policy. All Students are expected to have read, understood, and agreed to abide by all of these laws.

As part of the University's program of substance abuse prevention, students are informed of the risks to health and personal safety which illicit use of alcohol and drugs poses. The University Counseling and Health Centers maintain a variety of brochures and offer informational programs which document the significant health risks caused by the abuse of alcohol and other drugs. Substance abuse assessment, counseling and referral is offered by members of the Counseling Center staff. Students who wish to avail themselves of these services should contact the Health or Counseling Centers at Student Union 216 (756-3370 or 756-3372).

Students should understand that violation of the above-named provisions of the University Honor Code or Substance Abuse Policy will result in the imposition of sanctions which range from reprimand and referral for treatment to permanent expulsion from the University. For more information about the University’s enforcement of the Drug-Free Schools and Communities Act contact the Dean of Students, Student Union 208 (756-3360).

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. Please note: These categories have been changed from previous years.

Category I Name and current enrollment.
Category II Local and permanent addresses and telephone numbers.
Category III 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 IV Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes).

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 by the 10th day of classes in the Office of the Registrar 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 percent, who have three or more graded units and who have no incompletes or withdrawals for the term, are named to the Dean's List. A "Dean's List" notice will appear on the student's permanent academic record.

University Core Requirements

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

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

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

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. *(turn to page 14)*
# University Core Requirements

| Written Communication (one unit) | ENGL 101  
HON 210 and 211 |
|----------------------------------|-----------------|
| Oral Communication (one unit)    | C&TA 101, 202, 204  
FL 265, FREN 202, GERM 202, SPAN 202 |
| Mathematical Reasoning (one unit) | CSCI 161, 261  
HON 213  
MATH 103, 121, 122, 132, 221, 232, 257, 258, 271, 272 |
| 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, 255, 264, 275  
HON 210  
HUM 101  
PSYC 231  
REL 104, 105, 106, 200, 253, 271 |
| Humanistic Perspective (one unit) | CLSC 222  
CSOC 200, 212  
ENGL 234, 235, 241, 242, 255  
HIST 255, 262  
HON 211  
HUM 100, 106  
PHIL 106, 215, 252  
PSYC 260  
REL 101, 102, 103, 233 |
| Natural World (two units) | BIOL 102, 103, 104, 111, 112  
CHEM 101, 102, 105, 120, 121, 125, 126  
GEOL 101, 102, 104, 110  
HON 212  
PHYS 103, 109, 110, 111, 112, 121, 122, 205, 301 |
| Society (two units) | CSOC 102, 103, 304, 316, 330  
ECON 100, 101, 201  
HIST 370, 374  
HON 214  
P&G 100, 201, 202, 203, 204  
PSYC 281 |
| Fine Arts (one unit) | ART 275, 276, 277, 278  
C&TA 275, 373  
ENGL 202, 203, 220, 267  
FL 300, 390  
HON 206  
MUS 100, 220, 221, 230, 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 302, 305  
P&G 341, 344  
PHIL 336, 343, 382, 386, 388  
REL 301, 311, 332, 333, 407  
WMST 400 |

Note: Revisions may alter this list
Degree Requirements

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

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
- Comparative Sociology
- Economics
- English
- Foreign Language (French, German, Spanish, and Foreign Language/International Affairs)
- History
- Mathematics
- Music
- Philosophy
- Physical Education
- Physics
- Politics and Government
- Psychology
- Public Administration
- Religion
- Theatre Arts

Bachelor of Science with a Major in

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

Bachelor of Music

Music Education
Performance
Church Music
Elective Studies in Business

Minors Offered

Art
Asian Studies
Biology
Business Administration
Chemistry
Classics
Communication
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
Theatre Arts
Women Studies

Note: Students interested in graduate degree programs in Education, Occupational Therapy, or Physical Therapy should write the Director of Admission, University of Puget Sound, 1500 North Warner, Tacoma, WA 98416. 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 stu-
dents 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 stu-
dents 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' aca-
demic 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 rela-
tionship 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 sopho-
more year or until declaring a major; majors must be declared by the end of the
sophomore year.

Transfer Student Advising Program
Assistant Director: 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 stu-
dents throughout their academic careers, and includes regular meetings to dis-
cuss 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 stu-
dents' 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, SIGI-Plus). 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) carrying a 2.5 GPA, who must first be recommended by an advisor with whom they have developed learning objectives. In some cases, internship credit will count toward major requirements, provided 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 also is available in Thompson Hall.

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

The Association of American Law Schools recommends 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. These skills are identified 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. Students are encouraged to make early contact with the Coordinator of the Pre-Law Advising Committee in McIntyre Hall 111J. Resource materials, including law school catalogs and admission requirements, the Official Guide to U.S. Law Schools, financial aid, test preparation, and registration information for the Law School Admission Test are located in the Office of Academic and Career Advising, Library 225.

Learning Center
Director: Julie Neff
The Learning 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 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 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 LC assistance at 109 Howarth Hall or may call 756-3395.

**Academic Computing**

Coordinator: Thomas C. Aldrich

Academic Computing supports computing throughout the University's curriculum by providing students, faculty, and staff with computers and software for instruction and research, fostering creative instructional use, and offering technical support, training, and consultation on special projects. A wide variety of computer architectures and software are now used in virtually every academic department. Among the University's computer resources are a VAX 11/780, two large Macintosh and IBM PC-compatible labs, additional satellite microcomputer labs, and a network of Apollo workstations.

The VAX 11/780 can be accessed by on-campus terminals, 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. The VAX offers database management, statistical analysis, and spreadsheet software, and a wealth of programming languages.

The University's microcomputer labs in Howarth and McIntyre offer general access to both Macintosh and IBM-compatible computers, along with a wide variety of popular word processing, spreadsheet, database, graphics, and statistical software packages. The labs also offer instructional software to support a wide variety of classes. The McIntyre labs can be reserved as computer classrooms for hands-on instruction. The Microcomputer Center in Howarth serves as a resource center for information about microcomputers, applications, and the University's computer discount opportunities. Additional microcomputing facilities are available in smaller clusters and departmental labs throughout campus, including a Macintosh-based Mathematics and Statistics lab, a Macintosh-based experimental psychology lab, and a small number of Apple IIe's.

The Apollo network provides a state-of-the-art workstation environment for upper-division courses in computer science, as well as faculty and student research in computer science, math, and the sciences. The Apollo software includes computer graphics packages, programming languages, mathematical, and statistical software.

**Collins Memorial Library**

Director: Marilyn Mitchell

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 318,000 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 145,000 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: Dennis R. Paulson
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 mammals, birds, 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 scientists worldwide through a program of loans. The museum is recognized by and registered with the Association of Systematics Collections.

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.

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.
Curriculum

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

Art

Professor: Ronald M. Fields; John McCuistion; Kenneth D. Stevens, Chair

Associate Professor: Ili Nagy

Assistant Professor: Betty Ragan; Melissa Weinman; Jean Wetzel

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, photography, 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, American, and several areas of Asian 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, Ragan, Stevens, and Weinman.

BA Degree/Art History Emphasis
1) Completion of ART 101, 275, 276, 277, 495 and four of the following: 278, 324, 360, 361, 362, 363, 366, and 367;
2) Completion of two units in Modern Languages. Art 275, 276 may be waived by petition and permission of advisor(s).
Advisors: Professors Fields, Nagy, and Wetzel.

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. Open to students not majoring in Art with permission of the instructor. Offered Fall semester only.

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 Asian 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.

279 Traditional Arts of China This course will survey the development of traditional Chinese arts from earliest times to the eighteenth century, examined within the context of Chinese cultural history. Particular emphasis will be placed on the arts of the brush (calligraphy and painting), metalwork, and ceramics. Lectures and considerable on-site inspection will be supplemented by individualized instruction in and practice of brush painting and calligraphy. This course is offered only as a part of the Pacific Rim/Asia Study-Travel Program.

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

285 Beginning Photography A studio course which provides instruction in the basic materials and techniques of black and white creative photography, including understanding the use of the camera, exposure of film, processing film, and making a print. Development of critical ability and a personal style are emphasized. Students must have a camera that can be operated manually. Prerequisites: Art 101, 109.

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.

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.

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.

335 Spanish Geography and Art (The Regional Arts of Spain) A two-part course surveying first, the geography of the Iberian peninsula, and second, the history of Spanish art, from the ancient world to the present day. Offered only through the Spain ILACA 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 147 or equivalent or with instructor’s permission. May be repeated once for credit with instructor’s permission. Offered Spring 1991 and alternate years.

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 147 or equivalent or with instructor’s permission. May be repeated once for credit with instructor's permission. Offered Spring 1992 and alternate years.

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.

360 Art and Architecture of Ancient Greece The study of art and architecture of Ancient Greece: Minoan, Mycenaean, Archaic through Hellenistic Greek art and architecture, and their function in their respective societies. Emphasis on changing styles and select topics of art historical significance. Credit for ART 360 will not be granted to students who have completed ART 320. Offered Fall 1991 and alternate years.

361 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. Credit for ART 361 will not be granted to students who have completed ART 321. Offered Fall 1990 and alternate years.

362 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. Credit for ART 362 will not be granted to students who have completed ART 322. Offered Spring 1992 and alternate years.

363 Medieval Art The development of art and architecture in the Middle Ages with special emphasis on Western Europe from the Age of Constantine the Great to the High Gothic period; religious, economic, and political basis of Medieval art. Credit for ART 363 will not be granted to students who have completed ART 323. Offered Spring 1991 and alternate years.

366 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. Credit for ART 366 will not be granted to students who have completed ART 325. Offered Fall 1990 and alternate years.

367 Chinese Art A survey of the visual arts of China from the neolithic period to the twentieth century, and the social, political, and philosophical atmosphere which shaped these arts. Chinese painting will be emphasized in the later dynasties. Credit for ART 367 will not be granted to students who have completed ART 337. Offered Spring 1992 and alternate years.

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.

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

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

493 Seminar/Directed Study Seminar for advanced directed study in art. Open only to junior and senior art majors or minors. Students wishing to register for Art 493 are required to complete a departmental application in consultation with a faculty sponsor. All applications must be presented to and approved by the art faculty before registration. May be repeated once for credit with instructor's permission.
494 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.

495/496 Independent Study
Independent study is available to those students who wish to continue their learning in an area after completing the regularly offered courses in that area. Requires junior standing, a contract with the supervising professor, and departmental approval.

Asian Studies Program

Director: Del Langbauer, Religion

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 Fall 1990); Ernest Combs, Economics; Karl Fields, Politics and Government; Norman Heimgartner, Education; Richard Hodges, Education; Christopher Ives, Religion (on leave 1990-91); Del Langbauer, Religion (on leave Spring, 1991); Mikiko Ludden, Foreign Languages and Literature; Margaret Nowak, Comparative Sociology; Lo Sun Perry, Foreign Languages and Literature; Richard Robinson, George F. Jewett Distinguished Professor, Business and Public Administration; Judith Tyson, Foreign Languages and Literature; Denis Umstot, Business and Public Administration; Jean Wetzel, Art.

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 (in Asia 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 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;
Asian Studies 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 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.

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

1. Threshold Courses: Interdisciplinary

144 Asian Societies Past and Present Introduction to China, India, and Japan in the 20th century. Appreciation for the distinctive features of these Asian societies both before and after World War II, with special reference to problems of sociopolitical organization, economic change, and the tenacity of tradition. Satisfies the Historical Perspective core requirement.

150 The Civilization of India This course is an interdisciplinary introduction to the civilization of India. The general focus is the theme of continuity and change in Indian cultural history. This theme will be pursued by noting the manner in which Indian values, attitudes, and social structures from the ancient period have affected medieval and modern social and political developments. After a brief presentation of Indian history from the period of the Muslim invasions to independence, discussion will turn to contemporary problems of development. These will be analyzed to determine how they have been influenced by traditional Indian values and thought forms, and in what ways they are products of India's unique medieval and modern history. Satisfies the Historical Perspective core requirement.
2. Track I: Humanities
Art 278, Survey of Oriental Art
Art 337, Chinese 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
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 Issues in Asian Political Economy This course will require of students common readings and individual projects on Asian life and thought within the discipline of the instructor—in the 1990-91 academic year, the discipline will be Political Science and Political Economy. Each student will initiate a topic and conduct bibliographic research on campus and research on site during the year in Asia as part of the Pacific Rim/Asia Study Travel Program. Each student will present the project for critical review. This course is taught only as a part of the Pacific Rim/Asia Study Travel Program.

Other courses composing the enroute curriculum for the 1990-1991 year in Asia include the following (see individual department listings for course descriptions):

Art 279
Economics 281
History 248
History 250
Politics and Government 378
Politics and Government 379
Religion 333

Prerequisites for the Pacific Rim Program:
Option A:
One of the following: HIST 245, 247, 346, 348
Asian Studies Program

One of the following: REL 233, 234, 331, 332
One of the following: CSOC 203, 316, 330
One of the following: P&G 320, 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, 323, 324, 333
and one other course from the Asian Studies Program, Track I or Track II.

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 stu-
dents 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 (on leave 1990-91); Darwin Jorgensen; Mary Rose
Lamb; Terrence R. Mace, Chair; Wayne Rickoll

Assistant Professor: Donald Foard; Kathy Ann Miller

Instructor: Scott Sheffield (on leave 1990-91)

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 dis-
cipline 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 indi-
vidual 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. 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 college 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 or CSCI 161), General Physics (PHYS 111 or higher), Geology 101, 102, Chemistry (CHEM 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 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 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
habits. 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. Offered Fall semester only.

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

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 systematics, 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.

460 Evolution This course will attempt to explain the "why" of the natural world, from molecular to biome level, from the standpoint of evolution by natural selection. In addition, students will be asked to draw their own conclusions about evolution from laboratory, library, and field work. Prerequisite: BIOL 211.

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. Offered Spring semester only.

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; Denis D. Umstot (on leave 1990-91); 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; William S. Brown

**Assistant Professor:** Helen Adams

**Instructor:** M. Clint Cannon; Debra Smith; Richard Wald

### 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. Only courses taken at the University of Puget Sound are considered in this GPA.
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 additional 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 158  
   MATH 258 or 121, and 271  
   BPA 202, 203, 225  
2) Business Core Courses:
   BPA 330, 340, 350; and 454 or 456.  
3) Three advanced Business electives at the 300 level or above, from a concentration as defined below.  
4) One Quantitative elective from the following list:
   BPA 314, 402, 469  
   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 area of concentration. The selection must be from upper division courses (300-400 level). A written selection of these courses must be approved by the advisor 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

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) Recommended course sequence in Business Administration:
   Freshman Year—CSCI 158, ECON 100, 101, MATH 258 or 121
   Sophomore Year—MATH 271, BPA 202, 203, 225
   Junior Year—BPA 330, 340, 350, quantitative elective
   Senior Year—BPA 454 or 456 and broadening courses
3) Only one unit of BPA 497 may be credited toward a BPA upper division requirement.
4) 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 or 121, 271
3) BPA 202, 203, 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 158
   MATH 271
   P&G 201
   BPA 202
   BPA 203
   BPA 225
2) General Core Courses:
   BPA 340
   BPA 454 or 455
   ECON 361
3) Public Administration concentration courses:
   BPA 380, 381, 418 (BPA 358 or 451 may be substituted for BPA 418 with permission of advisor)
4) Two non-Business Courses:
   P&G 314 and one of the following: P&G 310, 312, 313, or 315. Students are encouraged to take a second course from this listing, 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) Instil 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 (2 units)
   P&G 100, 201, 202, 203, or 204; HIST 306, 309, 312, 315, 320, 324, 329, 332, 346, 348, 356, 357, 371, or 373.
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 202, 203, 225, 330, 340, 350, 458
6) Rel 407
7) Leadership Seminar to be taken during each of the four years
8) Internship

* special enriched sections for BLP students of BPA units

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 See description for BPA 101.

202 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.

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. Prerequisite: BPA 202 is recommended.

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 See description for BPA 101.


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 202 and 203, 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 202 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 202, ECON 101, MATH 258 or 121, MATH 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 historical 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  See description for BPA 101.

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 158; 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 state-
ment 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 202 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 CSC 158.

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. Prerequisite: BPA 330.

435 International Finance Study of financial management problems which are unique to the multinational firm. Attention focuses on the risks of engaging in multinational business, differences in tax laws, special capital budgeting, and foreign exchange exposure. Prerequisite: BPA 330.

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. Prerequisite: 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 225, 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: 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.
Business and Public Administration

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.

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. Course available through the Office of Academic and Career Advising.

Chemistry

Professor: Keith Berry; L. Curtis Mehlhaff, Chair; Kenneth Rousslang,(on leave 1990-91); Thomas Rowland; Anne Wood

Associate Professor: William Dasher

Assistant Professor: Perry Blazewicz; John Hanson

Instructor: Tim Hoyt

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
Bachelor of Arts 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.

Bachelor of Science 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. Credit for CHEM 120 will not be granted to students who have completed CHEM 125; credit for CHEM 121 will not be granted to students who have completed CHEM 126.
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. Credit for CHEM 125 will not be granted to students who have completed CHEM 120; credit for CHEM 126 will not be granted to students who have completed CHEM 121.

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. Prerequisites: MATH 122. PHYS 121; MATH 221 is strongly recommended.

341 Physical Chemistry II  Introduction to quantum mechanics with applications to molecular spectroscopy. Statistical thermodynamics linking microscopic and macroscopic chemical behavior. Introduction to group theory. Should be taken concurrently with CHEM 342. Prerequisites: CHEM 340. MATH 221; MATH 232 is strongly recommended.

342 Physical Chemistry Lab 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 compound, 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. **Prerequisites:** PHYS 122, CHEM 340 or permission of the instructor.

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

450 **Advanced Organic Chemistry** 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.

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 on 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 exercised 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 language, 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 301, Alexander the Great and the Hellenistic World
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 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 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 5th 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.
Classics

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 301 Alexander the Great and the Hellenistic World  See History 301 in History 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: Kristine M. Bartanen, Chair; Gary L. Peterson

Associate Professor: David A. Droge

Assistant Professor: Diana Marré; A. Susan Owen; John Rindo

Director of Inside Theatre: Janet E. Snyder

Instructor: Christopher Guadagnino; Phillip Hall; Jeffrey Kerssen; Raymond Preiss; David Stems

About the Department

The Department of Communication and Theatre Arts offers study in two programs leading to a Bachelor of Arts degree in Communication or a Bachelor of Arts degree in Theatre Arts.

Communication The program of study in communication 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 (interpersonal and small group communication, communication research), Rhetorical Studies (public communication, rhetorical theory and criticism), Media Studies (mass communication, television criticism), and Applied Communication (business, professional, and organizational 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 or 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.

Bachelor of Arts in Communication:
1) C&TA 202; 204, 301 or 360; 232; 244; 332 or 344;
2) Four units selected and approved through advising from C&TA 204, 222, 301, 322, 350, 352, 360, 422, 442, 444, 460, 462, 484, 497, 498. At least three 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.

Bachelor of Arts in Theatre Arts:
1) C&TA 110, 210, 217, 313, 317, 371, 373, 375, 379 (or 380), 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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<th>I. CLSC 301</th>
<th>II. ENGL 255</th>
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<td>ENGL 414</td>
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B) Performance Studies
Acting: Select one course from each group

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<th>II. ART 275</th>
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<td>Credits</td>
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Communication and Theatre Arts

Directing: Select one course from each group
I. ART 275   II. REL 301   III. PSYC 381   IV. PHIL 252
ART 276    PSYC 330    HUM 305    PHIL 343
MUS 100    CSOC 121    CSOC 202    ENGL 351
MUS 220    CSOC 212    ENGL 352    ENGL 363
MUS 230    ENGL 369    EDUC 330
MUS 231

C) Scenography: Select two courses from group I and one course each from groups II and III.
I. ART 101   II. ART 275   III. HIST 304
ART 109    ART 276    HON 202
ART 309    ART 277    HUM 305
ART 355    PHIL 343    REL 304

Requirements for the Minor in Communication
Completion of 6 units, to include C&TA 202; 204, 301, or 360; 232 or 244; 332 or 344; plus two additional Communication courses, one of which must be at the 300 or 400 level, selected and approved through advising.

Requirements for the Minor in Theatre Arts
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 in Communication

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; does not apply toward Communication major or minor.

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. This course is designed for those who have had experience in public speaking through high school or college coursework or through substantial co-curricular or work experience. Satisfies the 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. This course is designed for those who have had experience in public speaking through high school or college coursework or through substantial co-curricular or work experience. Satisfies the Oral Communication core requirement.

222 Introduction to Mass Communication This is a survey course designed to help students understand some of the ways mass communication functions in American culture
and the competing perspectives from which the impact of mass communication is understood. Students will consider various issues and problems such as the history of mass media in American culture, competing theories of mass communication, political communication, information dissemination, the entertainment function of the media, processes and effects of advertising, and mass media and social problems. Prerequisites: ENGL 101, C&TA 244, or comparable experience in critical writing recommended; sophomore, junior, or senior standing.

232 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 application of research methods to the study of communication behavior. Prerequisites: C&TA 101 and ENGL 101.

244 Rhetorical Criticism This course is an introduction to the discipline of speech communication through intensive focus on critical research. Students will become familiar with some of the more important critical approaches to the study of public communication. Students will learn how to locate and read historical-critical scholarship; how to describe, analyze, interpret, and evaluate persuasive discourse; and how to formulate their own critical insights into sound oral and written arguments. Prerequisites: C&TA 101 and ENGL 101.

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.

301 Speech Composition This is an advanced public speaking course for persons who wish to develop greater expertise in speechwriting and speechmaking. Students are actively involved in writing speeches for themselves and others, in presenting speeches, and in critiquing speeches made by others. Particular emphasis is placed upon development of rhetorical style. Assignments are designed based on individual needs and objectives of class members. Prerequisites: C&TA 101 and sophomore standing.

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. Prerequisites: C&TA 222 or 244 or comparable courses in critical writing recommended; junior or senior standing.

332 Communication Theory An advanced course which examines the major theoretical constructs relevant to the study of human communication. Emphasis will be upon understanding a variety of perspectives from which human communication can be viewed. Prerequisites: C&TA 232 recommended; junior or senior standing or permission of instructor.

344 Rhetorical Theory An advanced course which examines the evolution of rhetorical theory during the past twenty-five hundred years and the cultural forces which have given rise to variations in the classical paradigm. Students of the language arts, classics, philosophy, as well as communication, should find the course a useful cognate in their academic programs. Prerequisites: C&TA 244 recommended; junior or senior standing, or permission of the instructor.

350 Interpersonal Communication Advanced study of theories and research processes which examine the social, cognitive, and affective processes which govern face-to-face communication. Prerequisites: C&TA 101 or 202 recommended; junior or senior standing.
352 **Group Process** Advanced study of group communication processes. Emphasis on communication theory, encompassing phases of group development, roles and status structures, leadership, and intergroup relations. **Prerequisite:** C&TA 202. Offered alternate years.

360 **Business and Professional Communication** Furthers those skills in writing, speaking, and listening which are applied in typical business and professional settings. Writing assignments include preparing and writing memoranda, letters, resumés, 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.

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 are 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:** C&TA 232, 332 or comparable experience with social science research methods recommended; junior or senior standing. Offered alternate years.

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. **Prerequisites:** C&TA 101; junior and senior standing. Offered alternate years.

444 **Public Address** The primary purpose of this course is to explore a collection of speeches from America's history (1650-present) with emphasis on critical analysis and evaluation. Using three or four central issues as a focus, the course will study how public discourse both shapes and is shaped by speakers, situations, and audiences. Students will be able to examine and critique techniques and strategies, trace the evolution of value and policy positions, and consider the ethical implications of those strategies and positions. **Prerequisites:** C&TA 101 and 244 or permission of instructor; junior or senior standing. Offered alternate years.

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:** C&TA 101 or 202, senior standing, or permission of instructor.

462 **Directed Projects in Communication** credit variable, 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.
Communication and Theatre Arts

484 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.

497/498 Internship

Course Offerings in Theatre Arts

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. Offered only in Summer Session.

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
Communication and Theatre Arts

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. Credit for C&TA 279 will not be granted to students who have completed ENGL 204.

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

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. Offered alternate years.

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. Offered alternate years.

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. Offered alternate years.

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. Offered alternate years.

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. Offered alternate years.

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. Offered every third semester.

373 Theatre History II: From Court Celebrations to 20th Century Realism In the Theatre Arts curriculum, this course is the bridge between Greco-Roman theatre and the twentieth century. The Elizabethan (Tudor and Stuart) theatre, the Spanish Golden Age, the Italian Renaissance, Theatre in the Court of Louis XIV, the Enlightenment, German Romanticism, and Nineteenth Century Realism are covered. Lectures relate the drama to its historical context, and give background to the philosophical and political ramifications of representative plays. Plays include works by Marlowe, Shakespeare, Webster, Ford, Calderon de la Barca, Machiavelli, Racine, Beaumarchais, Goethe, Chekov, Ibsen, and Strindberg. Emphasis is placed upon critical writing and rhetorical strategies for composition. Fulfills the Fine Arts core requirement. Offered every third semester.
375 Twentieth Century Theatre and Performance  The focus of this course is primarily upon theatre in English, with aberrations for Brecht, Grotowski, and Artaud. It is an effort to chart the formation of the canon in English-speaking countries of the 20th century, and to discover why such things as Alternative Theatre and Minority Theatre had to be created. Students will become sensitized to the effects of the dominant culture upon theatre of today, and aware of historical events which have shaped that culture. Students' critical capacities will be expanded by readings in Marx and Marxist drama and criticism, in Existentialism and Existentialist drama, and in Black American political theory and drama. Offered every third semester.

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. Offered alternate years.

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. Offered alternate years.

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.

485 Topics in Theatre Arts  The place of topics in the curriculum is to allow our faculty to teach intensively in their particular fields of research and expertise, and to allow students an in-depth study of one period or movement important in the history of drama. Students become familiar with research tools and methods of a particular period or movement and with the issues surrounding them. Topics might include History of Fashion and Interior Design, Lighting Design, Seventeenth Century British and Continental Theatre, the Theatre of the Absurd and its Relationship to Existentialism, the American Drama and Theatre, Aspects of the Avant-Garde, Twentieth Century Theory and Criticism, and Women in Theatre. May be repeated for credit.

497/498 Internship
Comparative Sociology

Professor: George M. Guilmet (on leave 1990-91); Charles A. Ibsen; John Phillips

Associate Professor: Leon Grunberg, Chair; Ann Neel; Margaret Nowak

Assistant Professor: J. English-Lueck; John Finney; Neil Websdale

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 five 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, 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.

56
Group C: 202, 206, 214, 252, 407.
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
Comparative Sociology

of biological evolution which featured increasing flexibility in behavioral systems. Relevant disciplines include: paleoanthropology, archaeology, behavioral evolution, ethnology, ethology, psychobiology, 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 Using significant texts from the humanities and social sciences, we will explore the profound importance of gender in the organization of social life and in the construction of personal identity, with emphasis on women's lives. Gender will be studied in the context of race, ethnicity, class, and other basic social divisions in specific times and places. We will focus on how groups divide labor between men and women; how they construct ideologies and social frameworks to perpetuate women's subordination; and how women and men negotiate, survive, transform, and transcend the gender-related constraints on their lives. Satisfies the 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 orga-
nizations 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 soci-
eties 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 influ-
ential 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 perspec-
tives, including structural-functionalism, symbolic-interactionism, conflict theory, ethnomethod-
ology, and feminist theory. Prerequisite: sophomore standing or above strongly recommended.
Credit for CSOC 295 will not be granted to students who have completed HON 214.

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.
Prerequisite: completion of CSOC 200 strongly recommended.

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.

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 dis-
tribution 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 ill-
ness 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 microsociologists) 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.

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 con-
Comparative Sociology

Scionsness 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; Ross Singleton; Michael Veseth

Associate Professor: William Brown; D. Wade Hands; Jeffrey Reed (Visiting); Kathleen Stirling (on leave 1990-91)

Visiting Assistant Professor: Elizabeth Nunn

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

Bachelor of Arts 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;
Economics

3) Skills and Tools
   A) Statistics and Econometrics: MATH 271 and ECON 315
   B) One semester of calculus: MATH 121 or 258.

Bachelor of Science 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;

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 sub-
   stituted 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 under-
standing 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 require-
ment. Credit for ECON 101 will not be granted to students who have completed ECON 201.

201 Principles of Microeconomics: Business Leadership This introductory micro-
economics course is designed for students in the Business Leadership Program. The
course examines the theory of individual consumer and firm behavior and applies the the-
ory to questions of government policy and contemporary issues. Prerequisite: ECON 100.
Satisfies a Society core requirement. Credit for ECON 201 will not be granted to students
who have completed ECON 101.

250 United Kingdom: 1945 to the Present The Welfare State In Britain is at present in
a condition of acute crisis. 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.

281 Economic Development in Asian Newly Industrializing Countries—Taiwan & Singapore This course will inquire into the structural and systemic dynamics of economic development in two of the East Asian Newly Industrializing Countries (NICs)—Taiwan and Singapore. Aspects unique to the two cases will be explored, and an effort will be made to understand what model(s), if any, these East Asian NICs represent. Instruction will be by faculty and specialists in both Singapore and at Tunghai University in Taichung, Taiwan. This course is offered only as a part of the 1990-1991 Pacific Rim Asia Study/Travel 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. Credit for ECON 301 will not be granted to students who have completed ECON 302.

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. Credit for ECON 302 will not be granted to students who have completed ECON 301.

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. MATH 272 may be substituted for ECON 315 with prior approval from the Department.

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 theory from Mercantilists to the present is studied. The relation of economic thought to other social, political, and scientific thought is emphasized. The class focuses on seven major figures in the history of economic thought: Smith, Ricardo, Mill, Marx, Marshall, Veblen, and Keynes. Readings are from original sources. 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, and 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, and 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, 1990-1991); Norman Heimgartner; Richard E. Hodges; Carol Merz Hosman, Dean; Robert Hostetter; Grace Kirchner; Ramon L. Roussin; Robert L. Steiner

Associate Professor: Margaret Setchfield

Instructor: Linda Cockrell; M. E. Donovan; 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 that prepare the student for admission to the Master of Arts in Teaching program. The Bachelor of Arts degree is available until 1991 to those students seeking preparation for elementary school teaching and who major in Elementary 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 professional certification of teachers, principals, and counselors 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 or Office of Admission 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 except as part of a music education program.

Endorsements
Students interested in teaching should 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 or additional study. Information on essential areas of study in each endorsement, is available through the School of Education, academic departments, Office of Admission, or Office of Academic and Career Advising.

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

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, including teacher certification, see the Graduate Bulletin.

Course Offerings

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 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.

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

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.

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. **Prerequisites:** 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. **Prerequisites:** 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.

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. Prerequisites: EDUC 401/402 and 410 or simultaneous enrollment in either.

Engineering, Three-Two Program

Director: H. James Clifford

Committee: Carol Smith, Mathematics and Computer Science; Frederick W. Slee, Physics; Al Eggers, Geology; L. Curtis Mehlhaff, Chemistry

Program Assistant: Linda Critchlow

About the Program

To meet the educational needs of students interested in becoming engineers and who also want a liberal arts component to their educations, the University of Puget Sound has responded with 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. Many of our students transfer to other institutions as well.

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. H. James Clifford, 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 at Puget Sound. Credits for core requirements may not be transferred back from the Engineering School.

In addition, to qualify for entry into an engineering school, the student must complete coursework which the engineering school requires. Most students fulfill much of this coursework in completing a major at Puget Sound. Whether they fall within the major or not, the student must complete the following:

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; Peter Greenfield, Chair; Beth Kalikoff; Hans Ostrom (on leave Spring 1991)

Assistant Professor: Denise Despres; Laura Laffrado

Instructor: Beverly Conner; Keith James; Julie Neff; Ann Putnam; 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

1) Surveys: ENGL 241 & 242 (British Surveys) and 243 (American Survey)
2) 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)
3) Advanced Literature: 3 units from the following*, at least one from category A, one from category B, and one other
   A. ENGL 421, American Literature: 1620-1776
      ENGL 448, Medieval Literature
      ENGL 450, The English Renaissance
      ENGL 463, 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 (Non-fiction)
   *One course from Advanced Literature courses in Foreign Languages may be substituted.
4) Literary Theory: ENGL 414, The History and Tradition of Literary Criticism
5) 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

1) Surveys: ENGL 241 & 242 (British Surveys) and 243 (American Survey)
2) 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
3) Choose one of the following emphases:
   A. Creative Writing Emphasis (6 units)
      1. 4 units, two of which must be at the 400 level.
         a. ENGL 202, ENGL 402 Writing Fiction
         b. ENGL 203, ENGL 403 Writing Poetry
         c. ENGL 204, Introductory Creative Writing: Playwriting
      2. 2 units, one from each of the following categories
         a. ENGL 201, Intermediate Composition
ENGL 209, Introduction to Newswriting
b. ENGL 301, Writing and Rhetoric
ENGL 309, Feature Writing
HIST 350, American Transcendentalism (Intensive Writing)

B. Professional Writing Emphasis (6 units)
   1. Three units from the following, one of which must be at the 300 level
      ENGL 201, Intermediate Composition
      ENGL 209, Introduction to Newswriting
      ENGL 301, Writing and Rhetoric
      ENGL 309, Feature Writing
      HIST 350, American Transcendentalism (Intensive Writing)
   2. ENGL 400, Writing Institute and ENGL 497, Writing Internship (2 units)
   3. One unit from the following
      ENGL 202, Writing Fiction
      ENGL 203, Writing Poetry
      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 361
   Classics 210, 211, 212, 222, 301
   Greek 101, 102
   History 211, 212, 307, 308
   Honors 210, 211
   Humanities 100, 101
   Latin 101, 102
   Philosophy 215, 361

II. Philosophical and Religious Contexts
    Philosophy 219, 252, 317, 366, 388
    Religion 200, 201, 330, 331, 361

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**

1) Surveys: 2 units from 241, 242, 243;
2) Major Figures: One of the following—351, 352, 359, 360;
3) 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**

1) 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.
2) Professional Writing Emphasis
   A. ENGL 209, 309;
   B. One of the following: 201, 301, 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. This course may be taken only once for credit.

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. Credit for ENGL 204 will not be granted to students who have completed 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 Layffayette, Behn, Austen, Beecher Stowe, Elliot, Woolf, Hong Kingston, and Morrison. Satisfies the Humanistic Perspective core requirement.

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

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, ideas 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 non-fiction. 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 the Dramatist Although this is an English course, it emphasizes drama, showing that Shakespeare is still exciting and dynamic theatre. Students will study his use of both prose and verse, including reasons for rhymed or blank verse and imagery
to convey themes, background, and atmosphere. This course is taught only as a 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 Brontes, 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 the 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 I.

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 to 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, neoclassicism, 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, Orme 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 Gordimer, 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 milieu.

457 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.
458 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 Brontes, Dickens, Eliot, Mill, Carlyle, and Darwin.

459 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.

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

462 Literary Genre: Poetry
463 Literary Genre: Drama
464 Literary Genre: Prose (Fiction)
465 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.

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

495/496 Independent Study

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

Foreign Languages and Literature

Professor: Michel Rocchi, Chair

Associate Professor: David Tinsley

Assistant Professor: Kent Hooper; Lisa Neal; Maria Cristina Urruela; Harry Velez-Quinofies

Instructor: Mikiko Ludden; 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, in Tunghai, Taiwan, and in Oviedo, Spain; 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 International Programs.

Language House Program
The department faculty supports the learning concept of a residential atmosphere and encourages students to participate in the special living-language program. Students have the opportunity to live in University owned houses on campus and communicate in the target language within a small group environment.

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

Requirements for the Major
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 FL 300 or ENGL 414.
4) Completion of one unit of literature in translation, offered by the department, or any literature course in the Department of English on the 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; 330; 331; 332; 377; 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: ART 367; 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 M.A.T. 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 ART 367, 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 minor or the International Affairs major.

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. Pass/fail only. 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. Pass/fail only. 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.
Foreign Languages and Literature

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


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.

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. Prerequisite for 202: 201 or permission of instructor.

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 intermediate 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.
Foreign Languages and Literature

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. Prerequisite for 202: 201 or permission of instructor.

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 Study of the masterpieces of selected Latin American writers of modern days.

401 Medieval Literature Study of masterpieces of Spanish literature from its origins to 1500 A.D. Satisfies the Comparative Values core requirement.

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

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.

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.

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.

Spain Study Abroad Program

265/365 Intermediate Spanish Language/Advanced Spanish Language The Spanish Language courses will be taught in two parts and at two levels. Following testing upon arrival in Oviedo students will be placed in either intermediate or advanced Spanish classes. Three weeks in February will be spent in intensive language courses four hours daily for five days a week. The rest of the language class will be presented throughout the rest of the semester from February through May. Offered only as a part of the ILACA Spain program.
Geology

Professor: J. Stewart Lowther
Associate Professor: Albert A. Eggers
Assistant Professor: Barry Goldstein, Chair
Instructor: Kenneth Clark

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, western North America, and Central America.

The Geology Department is continually expanding its fossil, mineral, rock, and map collections. In addition, the Collins Memorial Library has extensive holdings both of modern and classical geologic literature 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, spectrometer, gravity meter, magnetic susceptibility meter, magnetic separator, and thin section machinery. Additional equipment shared within the Science Division includes an X-ray diffractometer and spectrometer and a scanning electron microscope. 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 495/496 (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 GEOL 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

101 Physical Geology Survey of physical processes acting on and within the earth. Includes laboratory. 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 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 Igneous and Metamorphic Petrology A study of the properties and genesis of igneous and metamorphic rocks; rock description and classification; outcrop observation; mapping techniques; and geological report writing. Prerequisite: GEOL 201 or the instructor's permission (students having 2 semesters of university chemistry).

301 Sedimentary Petrology and Paleontology This course deals with two of the basic materials of geology—sedimentary rocks and fossils. Sedimentary rocks are considered from the aspects of their origin, texture, composition, classification, and interpretation. The main fossil groups emphasized are the various invertebrate animals but some attention will be devoted to microscopic fossils, fossil vertebrate animals, 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 Fall 1990); Terry Cooney; Walter Lowrie; David F. Smith; Theodore Taranovski

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

Associate Professor: William Breitenbach, Chair (on leave Spring 1991); Jama Lazerow

Assistant Professor: William Barry (Classics); Nancy Bristow; Matthew Levey

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
A major in History consists of 11 units:
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) In addition to the 10 departmental units, completion of one course from the following:
   Humanities 100, 101, 106, 305;
   Asian Studies 144, 150;
   Honors 210.
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. One of the six units must be either HIST 391 or 392. Three of the remaining five must be in a chosen area of concentration: American History, European History, or Asian History. The final two must be taken in one or both of the other areas of concentration.
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.

214 Twentieth-Century British History This broad-based course will cover the development of Britain for the period of 1900-present. It will concern itself with both social and political history, and trace Britain's development from a world imperial power through the two world wars, their effect on Britain's status, to the post world war economic decline, and the national renaissance under Mrs. Thatcher. A number of visits will be made, including the Imperial War Museum, the National Portrait Gallery, and the Houses of Parliament. Taught only as a part of the ILACA London program.

217 European Intellectual History, Nineteenth and Twentieth Centuries This course explores the origins of the modern world-view in the rise of systems of ideas (and their
associated political programs)—conservatism, liberalism, materialism, evolutionism, positivism, nihilism—which are the everyday currency of modern thought. The course explores the struggle of European thinkers to find some common foundation for action—in reason, in revelation, in history, or even in nature. Authors considered in 1990-91 include Schopenhauer, Marx, Turgenev, Ibsen, Darwin, Spengler, Freud, Martin du Gard, Luxemburg, Einstein, Ortega y Gasset, Orwell, Fanon, Woolf, de Beauvoir, and Snow. 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.

249 Political and Cultural History of the Kansai Region (Japan)  This course examines the role of the Kansai region (the area around the cities of Nara, Kyoto, and Osaka) in Japanese history, with particular attention to the Heian Period, when Kyoto was Japan's undisputed political and cultural center. Field trips to important Kansai sites from virtually all periods of Japanese history provide a framework for the course that blends the political and cultural development of Japan's historical "heartland." This course is only offered as a part of the Pacific Rim/Asia Study Travel Program.

250 A History of Modern India  This new course seeks to introduce students to the rich and complex history, culture, and society of modern India from three dimensions: a political history of Britain's colonial rule and India's independent development since 1947; socio-economic traditions, including the role of case and ethnicity, in India's transition to modernity; and the role of religion, with a particular focus on Hinduism, in modern India. This course is only offered as part of the Pacific Rim/Asia Study Travel Program.

255 American Intellectual History to 1865  This course examines the works of some of the more important American intellectuals who lived and wrote in the years before the Civil War. The approach will be biographical and the aim will be to relate ideas to the social, political, and personal situations of the thinkers. Special attention will be given to the ways that these intellectuals dealt with the tension between antinomian individualism and social responsibility. Satisfies the Humanistic 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 Historical 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. 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.

301 Alexander the Great and the Hellenistic World In 334 B.C., at about the age of a college senior, Alexander, the king of Macedonia, crossed over into Asia Minor and began his conquest of the Persian Empire. In the next eleven years, he and his army marched some twenty-two thousand miles, traversing an area that extended from the Nile to the Indus. The purpose of this course is to study this man and his legacy, the Hellenistic world (321-31 B.C.). Special attention will be given to Alexander's motivations, his impact on the ancient world, and the "Alexandrian romance." The class will also explore the political, social, and cultural interaction between the Greeks and native peoples of the ancient Near East.

302 Birth of Europe Survey of Medieval west from 5th century to about 1100 A.D.: 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 developments of the century. Particular attention will be given to the nature of the religious reformation, both Protestant and Catholic, and its impact in the different areas of Europe.

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 Modern Science: Science Studied Biographically The emergence of science as a dominant intellectual, social, and political force in the 19th and 20th centuries, examined through a study of the biographies of major scientists. In 1990-1991 scientists to be studied include Thomas Young, Michael Faraday, Charles Darwin, Dmitri Mendeleev, Louis Pasteur, Sofia Kovalevskaya, Lise Meitner, Marie Curie, J. Willard Gibbs, Albert Einstein, Alfred Wegener, and Rosalind Franklin. The course requires no knowledge of science beyond that required for admission to the university, and does not presuppose knowledge of 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. 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.

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

366 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.

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

369 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.

370 American Communities Before 1860 This course in social history examines the varieties of American communal experience in the years before the Civil War. Among the communities studied will be those of Eastern Woodland Indians, New England Puritans, Southern planters and slaves, frontier farmers, factory workers, women, and utopian reformers. The course will emphasize the economic, demographic, political, and cultural causes and consequences of social change. Satisfies a Society core requirement.

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

372 Immigration and Ethnicity in the United States This course takes as its subject the experience of national, racial, and cultural groups in America, concentrating especially on the process of immigration, adjustment, and interaction over several generations. In addition, students will examine divergent theories about the nature and importance of ethnicity, considering responses by older Americans to newer arrivals and attempts by ethnics to define their own position. The course makes use of primary sources, secondary studies, and
fiction; concentration falls on the late nineteenth and early twentieth centuries and neces-
sarily 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 Beginning at the point of con-
frontation between Native Americans and English colonizers, this course examines women's
experience in North America up to the late 19th century, as it varied by race, ethnicity, class,
and region. We will study how major demographic, socio-economic, and cultural changes
within this 250-year period framed the ways women, from many different sectors of the soci-
ety lived out their lives—from the most intimate to the most public and political levels. This
course 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 transforma-
tions in the U.S. over the last century have differentially affected women's lives; 2) to exam-
ine 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 it 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 com-
parison 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 con-
tent 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: Ill Nagy, Art; W. Barry, Classics; D. Despres, English; M. Curley, English;
D. Lupher, Classics; A. Rex, 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 stimulat
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. These courses serve 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 206, 210, 211, 212, 213, 214, and 400;
2) 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

206 The Arts of the Classical World and the Middle Ages This course introduces students to the aesthetic and formal aspects of Greek, Roman, Medieval, and Islamic art. Students will analyze the cultural factors which influence and determine a given civilization's art forms and develop skills for aesthetic and iconographic analysis. Satisfies the Fine Arts core requirement.

210 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 American nineteenth century. 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 210 may be applied to a History major (see History major requirements). Prerequisite: Admission to the Honors Program.

211 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 exceptional or "heroic" individual through the ages, we shall find ourselves engaged on a journey from East to West over several millennia: from the ancient near East to nineteenth century England. Among the heroines and heroes whom we shall be meeting are Moses and his fellow Israelites, Aeneas, Roland, Dante, Faust, and Dorothea Brooke. Honors 211 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.

212 The Natural World A study of the development of attempts by scientific thinkers to understand and explain the universe. The central theme is the development of astronomy and physics, but some mention is made of corollary studies in mathematics and other sciences. A major portion of the course is devoted to the scientific revolution of the 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-
oped by Einstein, Bohr, Heisenberg, and others. Satisfies a Natural World core requirement. 
Prerequisite: Admission to the Honors Program.

213 Mathematical Reasoning: Foundations of Geometry This course 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 Mathematical Reasoning core requirement. Prerequisite: Admission to the Honors Program. Credit for HON 213 will not be granted to students who have completed MATH 300.

214 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 214 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. Credit for HON 214 will not be granted to students who have completed CSOC 295.

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.

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 the Humanistic 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.

302 Idea of the Individual in Medieval Romance This course explores medieval romance in its cultural and historical milieu, focusing upon the development of the individual within western society. Satisfies the Comparative Values 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, 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

James E. Bond, Dean

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 Center

Julie Neff, Director

About the Program
The Learning 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 staff. The Center also provides 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 Center staff about appropriate courses for their individual needs.

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. This course is designed for those students who score poorly on the UPS Math Placement test or lack algebraic skills.

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 and business courses. Topics will include equation solving, trigonometry, logarithms, metrics, geometry, and graphing. This course is designed for those science students who are failing classes because of their inadequate math preparation.

100 Accelerated Reading  .25 unit  This course is designed to develop advanced critical and reasoning skills and flexibility of reading rate to suit the nature of the reader’s task. Class instruction is supplemented by lab work. This course is appropriate for those students who have adequate vocabulary and analytical reading skills but who tend to read all materials at a fixed, slow rate.

101 Vocabulary Enrichment  .25 unit  This course stresses morphemic analysis of words into Greek, Latin, and Anglo-Saxon roots and affixes. The course will enhance the ability to read with greater understanding and to speak and write with greater clarity and precision.

102 Reading  .25 unit  This course will teach students how to read their textbooks with greater efficiency, understanding, and recall. Students will learn how to plan their reading time, distinguish important points from supporting details, use an effective marking system, recognize organizational patterns and context clues, and review textbook materials for tests.

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 annotating textbooks, improving memory skills, enhancing library research skills, and taking tests.
Mathematics and Computer Science

Professor: Thomas A. Davis; Jerrill Kerrick; R. Bruce Lind, Chair; Robert Matthews; John Riegsecker; David Scott; Carol Smith; Ronald L. VanEnkevort

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

Assistant Professor: Jordan Brower; Martin Jackson

Instructor: Nancy Acree; Tammy Anderson; Rosemary Hirschfelder; Charles Hommel; Matthew Pickard; Alison Radcliffe

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. A Macintosh laboratory is used for several courses in Mathematics.

Students electing to major in mathematics can choose either the Bachelor of Arts or the Bachelor of Science degree.

Requirements for the Bachelor of Arts Degree in Mathematics
1) Completion of the equivalent of MATH 121, 122, 221 and 232;
2) Completion of MATH 332 or MATH 433;
3) Completion of four 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

The Bachelor of Arts is designed primarily for students planning upon graduation to enter directly into positions in education, business, or industry. This degree permits students the latitude to choose a program of courses that best serves each student's future plans. For instance, students planning to be teachers should take Geometry (Math 300), which is required for certification in Washington, and they may want to consider especially Math 301 and 371 as electives. Students interested in actuarial science should take Probability (Math 371), Statistics (Math 372), and Numerical Analysis (Math 310). Students combining Math with Physics may want to consider Differential Equations (Math 301), Applied Mathematics (Math 341), and Complex Analysis (Math 342). Bachelor of Arts candidates are strongly encouraged to take supporting courses in some other discipline such as Computer Science, Economics, Business, or Physics in which mathematics is used as a tool.
Mathematics and 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.

Students planning to enter a graduate program in one of the mathematical sciences should elect the Bachelor of Science degree. Advanced Calculus (Math 321) and Abstract Algebra (Math 433), the foundations of this degree, are required courses for entrance into graduate programs in Mathematics.

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 Computer Science/Mathematics
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.

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
Mathematics and Computer Science

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. Prerequisite: one year of high school algebra or MATH 101. Satisfies the Mathematical Reasoning 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 Mathematical Reasoning core requirement.

122 Calculus and Analytic Geometry II A continuation of 121. Satisfies the Mathematical Reasoning 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. Satisfies the Mathematical Reasoning core requirement.

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

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

258 Calculus for Business, Behavioral and Social Sciences Ideas, techniques of calculus with applications to problems selected from business and the behavioral and social sciences. Prerequisite: MATH 101 or equivalent. Satisfies the Mathematical Reasoning 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 Mathematical Reasoning 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. Prerequisite: MATH 271 or equivalent. Satisfies the Mathematical Reasoning core requirement.

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.
300 **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. **Prerequisite:** MATH 122. Credit for MATH 300 will not be granted to students who have completed HON 213.

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 or 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.
Mathematics and Computer Science

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.

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 Mathematical Reasoning 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. Credit for CSCI 232 will not be granted to students who have completed PHYS 232.

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 using Modula II. Prerequisites: CSCI 161 together with MATH 121, 132, or 258; or permission of the instructor. Satisfies the Mathematical Reasoning core requirement.

281 Assembly Language and Computer Architecture Introduction to machine organization and structure; data representation; digital logic fundamentals and assembly language programming on the Motorola 68000 Apollo computer. Prerequisite: CSCI 261.

295 Problem Seminar no credit Consideration of a diverse range of problems in computer science from problems in the design of correct and efficient algorithms and the implementation of data structures through problems in the theory of computation. Prerequisite: Permission of the instructor.

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 Goedel'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 advanced computing 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. **Prerequisite:** 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 (CSCI 362 may be taken concurrently.)

### Military Science

**About the Program**

Through an agreement with Seattle University, qualified students may train to serve as officers in the United States Army, either on active duty or in the Reserves, or in the Washington Army National Guard. The program is based on professional military education 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.
**Military Science**

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 Goleeke; Edward Hansen; Robert Musser; Edward Seferian; James Sorensen, Dean

Associate Professor: Geoffrey Block (on leave Fall 1990); Duane Hulbert; Paul W. Schultz

Assistant Professor: Patti J. Krueger; Stephen Moore (on leave 1990-1991)

Northwest Artist in Residence: Cordelia Wikarski-Miedel

Affiliate Artist Faculty: Margaret Bradley; Geoffrey Bergler; Richard Breitstein; Rodger Burnett; Laura 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 and the United States Department of Education as the agency responsible for the accreditation of music curricula in higher education. 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 knowledge, understanding, 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. 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, find the experience necessary to qualify for private or small group instruction.

**Applied Music Fees**

- One-quarter unit, $55
- One-half unit, $110
- One unit, $220

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 to demonstrate appropriate background and potential;
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 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.
7) Recital Attendance

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.
8) Recital Attendance

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 unit Music electives/performing groups.
8) Recital Attendance

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.
7) Recital Attendance
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 237-248, 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.
9) Recital Attendance

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 MUS 290, 392;
5) Four and three-quarters units Music Education to include MUS 107 or 108, 241-248 (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, 273, 274, 275, 493);
9) One unit Music elective/performing groups.
10) Recital Attendance

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 (.50 unit per semester), 107 and 108 (voice), 354 or 355, 422 (Senior Recital);
7) One and one-half units Music electives/performing groups.
8) Recital Attendance

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.
8) Recital Attendance
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 158 or 161;
7) Two units Applied Music (major instrument) to include MUS 111-412 or one and three-quarter units to include MUS 111-411;
8) Five and one-half units Music electives/performing groups.
9) Recital Attendance

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) Twelve units electives.
6) Participation in a performing group each semester;
7) Recital Attendance

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

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
186/386, 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
241-248, 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
205, Class Piano, Advanced I
206, Class Piano, Advanced II
107, Class Voice, Beginning Level
108, Class Voice, Intermediate Level I
Music

113, Class Guitar, Beginning Level
114, Class Guitar, Intermediate Level
111-412, Applied Music
161-462, Applied Music

Courses Especially Suitable for Non-Majors

All Performing Groups
Applied Music, including classes
MUS 100, 220, 221, 230, 273, 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.

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. Prerequisite: previous music experience; audition required. May be repeated for credit.

113 Class Guitar I .25 unit Designed for students with minimal guitar background. The course deals with music notation, scales, chords, and fundamental techniques of playing the guitar. Fall term only. May be repeated for credit. Not offered 1989-1990.
114 Class Guitar II .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 Dean, 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 Prepares and performs varied repertoire for mixed voices. 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 unit Preparation and performance of works for symphony orchestra. 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 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.

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

201/203 Second Year Theory .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 I .25 unit This is a course designed for students who have had some prior instruction on the piano. With the piano as a medium students will develop an artistic awareness of music from different cultures as well as historical periods. The course focuses on improving music reading ability, harmonizing melodies, Improvisation, basic musicianship, and performance of repertoire from the advanced beginner/early intermediate level literature. Prerequisite: permission of instructor. May be repeated for credit up to 1 unit maximum. Offered Fall term only.

206 Class Piano I .25 unit This course is a continuation of MUS 205. Students who have sufficient background from studies elsewhere may enroll in this course with the approval of the instructor. The focus of this course is on improving abilities in music reading, harmonization and improvisation, as well as developing a heightened artistic awareness of cultures through more advanced piano repertoire. Prerequisite: permission of instructor. May be repeated for credit up to 1 unit maximum. Offered Spring term only.

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 1992.

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 230 or permission of instructor.
Music

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 1992.

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 1991.

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 1992.

241-248  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.

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

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 1991.

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 1992.

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 works for the musical stage. 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. May be repeated for credit if total credit will not exceed one unit.

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.
### Music

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>350</td>
<td>Voice Repertoire</td>
<td>.5</td>
<td>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.</td>
</tr>
<tr>
<td>351</td>
<td>Vocal Pedagogy I</td>
<td>.25</td>
<td>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 1991.</td>
</tr>
<tr>
<td>352</td>
<td>Vocal Pedagogy II</td>
<td>.25</td>
<td>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 1992.</td>
</tr>
<tr>
<td>353</td>
<td>Piano Pedagogy and Literature</td>
<td>.5</td>
<td>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 1991.</td>
</tr>
<tr>
<td>354</td>
<td>Performance Practice and Literature for the Organ I</td>
<td>.5</td>
<td>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.</td>
</tr>
<tr>
<td>355</td>
<td>Performance Practice and Literature for the Organ II</td>
<td>.5</td>
<td>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 1992.</td>
</tr>
<tr>
<td>391</td>
<td>Choral Conducting</td>
<td>.5</td>
<td>Choral conducting techniques; elements of choral direction and interpretation; score analysis. Spring term only. Prerequisite: MUS 290.</td>
</tr>
<tr>
<td>392</td>
<td>Instrumental Conducting</td>
<td>.5</td>
<td>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.</td>
</tr>
<tr>
<td>401</td>
<td>Counterpoint</td>
<td></td>
<td>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 1992. Prerequisite: MUS 202/204 or permission of the instructor.</td>
</tr>
<tr>
<td>402</td>
<td>Orchestration</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>418</td>
<td>Liturgies and Service Planning</td>
<td></td>
<td>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 1992.</td>
</tr>
<tr>
<td>422</td>
<td>Recital</td>
<td>no</td>
<td>Preparation for a formal public recital usually presented by a junior or senior performance or church music major. Permission of the instructor is required. May be repeated.</td>
</tr>
</tbody>
</table>
Music

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. Spring term only. Prerequisites: MUS 230, 231, and 276, or permission of the instructor.

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. Applications should be made early in the semester preceding registration and will be reviewed on the basis of academic grade-point average, faculty recommendations, professional progress, and demonstrated interest. Registration is through the Office of Academic and Career Advising. Prerequisites: MUS 341, senior standing as a Music Business major, permission of Dean 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 recommended but is not a specific requirement. The courses listed below must be passed with a grade of C (2.00) or better in order to apply toward the Natural Science major. Natural Science majors are not eligible for a double major in biology, chemistry, geology, or physics.

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

Biology
Completion of a minimum of 14 units, two units of which must be at the 300/400 level, to include
1) Six units of Biology 111, 112, 211, 212, 311 and one elective 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 and 102);
4) Three elective units from Biology (221 to 489), Chemistry (250 or higher), Geology (101 or higher), Mathematics (121 or higher), Computer Science (161 or higher), or Physics (111 or higher).
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 258;
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**

Professor: Juli Evans; Margo B. Holm, Director

Associate Professor: Steven J. Morelan; Ronald Stone

Instructor: Christine DeRenne-Stephan; Carol Nicholson; George Tomlin

Academic Coordinator of Clinical Education: Angela Gause

**About the School**
The primary objective of the Occupational Therapy Program is to assist students in attaining the knowledge, skill, and attitudes required for the practice of occupational 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 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 Occupational Therapy Programs at the University of Puget Sound are accredited by the Committee on Allied Health Education Accreditation of the American Medical Association. The programs accredited in Occupational Therapy include the first baccalaureate program and the certificate or second baccalaureate program.

About the Occupational Therapy Program
The focus of occupational therapy is the development of adaptive skills and performance capacity for individuals whose abilities to function are threatened or impaired by developmental 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.

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 (Second Baccalaureate Program) This program, designed for college graduates who wish to become occupational therapists, 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.

Occupational Therapy Program Requirements
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 (2.0) 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. Upon recommendation of the OT faculty, the student is then eligible to take the national examination for certification given twice each year by the American Occupational Therapy Certification Board.

Application Procedures for Undergraduate and Certificate Students

Undergraduate applicants generally apply to the program during their sophomore year. Certificate applicants apply during or after their senior year of college. 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) Human Behavioral Science. An introductory and an upper division course in psychology or sociology (must be completed within ten years prior to enrollment). The upper division course should address at least one 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

4) Certificate (Second Baccalaureate) 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 usually will not 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 the major in OT must be taken within the 6 year period prior to granting of the degree; 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 neurokinesiologic 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.

461 Applied Clinical Treatment  Clinical management, clinical research, and consultation. Responsibility for evaluation and treatment of clients in the Puget Sound teaching clinic. Prerequisites: OT 338, 443, 460, 444 (may be taken concurrently).
465  Function and Dysfunction of Aging  This elective permits the student to explore geriatric practice issues in greater depth than was possible in OT 443, OT 643, or PT 621. Attitudes toward aging are identified and analyzed. Theories of aging are explored. 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 and other public policy issues are studied and the role of the advocate presented. Prerequisites: OT 443, OT 643, or PT 621.

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 of the Occupational Therapy Program.

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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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 leading to the Masters of occupational Therapy (MOT) degree may be found in the Graduate Bulletin or in the School of Occupational Therapy and Physical Therapy Bulletin, both available from the Office of Admission.

Philosophy

Professor: Lawrence Stern (on leave Fall 1990)

Associate Professor: Douglas Cannon, Chair

Assistant Professor: William Beardsley, Cass Weller (on leave 1990-91)

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
Philosophy

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 ques-
tions 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 justifi-
cation. 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 ques-
tions 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 sub-
ject 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 intel-
lectual 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 pre-
mium 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 cours-
es 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 adminis-
tration, and even medicine and public health. Without further education, many philosophy grad-
uates 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 journal-
ism. 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 pri-
marily 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 Greek or Latin at the level of courses numbered 102, or in French,
German, or Spanish at the level of courses numbered 201.
9) One advanced course from another department whose content has philosophical signifi-
cance. Courses that treat recognizably philosophical subjects from the perspective of anoth-

124
er discipline include C&TA 344, CLSC 301, CSCI 362, 431, CSOC 353, 460, ENGL 414, FREN 402, HIST 311, 312, 315, 350, 377, HON 400, MATH 300, P&G 313, 340, 341, 440, PHYS 411, PSYC 361, REL 330, 331, 361, and 362. 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 Contemproary 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 Mathematical Reasoning 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 Mathematical Reasoning 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 and 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; next given 1991-92.

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 relationship 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, psychologists, and philosophers. Prerequisites: one previous course in Philosophy, junior standing in psychology, or permission of instructor.

330 Epistemology: Theory of Knowledge  Twentieth-century philosophers have elaborated 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. Not offered 1990-91.

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 rational justification and 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; next given 1991-92.

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; to be 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; next given 1991-92.

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 Karl Marx and Friedrich Engels. Topics will include historical materialism, the dialectic, Marxist economics, the class stratification of capitalist society, the theory of revolution, and the Marxian vision of post-revolutionary society. Satisfies the Comparative Values core requirement. Offered alternate years; to be given 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; to be 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

Teaching Specialists: Dave Bale; Beth Bricker; Michael J. Dumin; Ross A. Hjelseth; Robert Niehl; 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. Other types of VO2 max tests may be administered. This is done for special cases and must be cleared by the Department Chair and Athletic Trainer.
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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<thead>
<tr>
<th>Dance</th>
<th>Team Sports</th>
<th>Individual/Dual</th>
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</thead>
<tbody>
<tr>
<td>Major:</td>
<td>Minor:</td>
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<td>1 skill area</td>
<td>1 skill area</td>
<td>5 skill areas</td>
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<tr>
<td>Ballet Dance</td>
<td>Baseball</td>
<td>Aerobic Dance</td>
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<td>Ballroom Dance</td>
<td>Basketball</td>
<td>Archery</td>
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<td>Folk Dance</td>
<td>Crew</td>
<td>Badminton</td>
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<td>Jazz Dance</td>
<td>Football</td>
<td>Backpacking</td>
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<td>Modern Dance</td>
<td>Lacrosse</td>
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<td>Square Dance</td>
<td>Soccer</td>
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<td>Tap Dance</td>
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<td>Water Polo</td>
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<td>Wrestling</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, 320 (summer only), 325, 361, 365 (summer only), and 372. See Education Certification Requirements. Physical Education majors who specialize in teaching can receive teacher certification at the University of Puget Sound by completing the Masters of Arts in Teaching degree. 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, 325, 361, 372, 497 or 498; BIOL 221/222; CSCI 158; BPA 203 or 204, 225, and 350; or Sports Medicine— Athletic Training: PE 201, 268, 325, 361, 372, 427/428; BIOL 221/222; CSCI 158; 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, 361, 462, 490, and 497.
3) In addition to the core courses, the student should select one of the following fields of emphasis:
   a) Exercise Sciences emphasis: CHEM 120/121 or CHEM 125/126, MATH 111, MATH 271 or PSYC 201, BIOL 221/222, PHYS 111.
   b) Pre-Physical Therapy emphasis: CHEM 120/121 or CHEM 125/126, PHYS 111/112, BIOL 221/222, MATH 271 or PSYC 201.
Requirements for the Minor

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

1) **Teaching** emphasis: PE 213, 214, 310, 314, 320 (summer only), 365 (summer only), 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; BIOL 221; and CSOC 121 or 202 to total 5.5 units.

Teaching Endorsement: Health

The State of Washington requires that teachers be endorsed in the subject area to which they are assigned. Currently candidates who wish to teach in secondary schools must have a major in an academic area which becomes their first endorsement. In order to obtain continuing certification, teachers must have a second endorsement. A second endorsement in Health requires at least four (4) units: PE 195; 376; 201; 190 or 361; 227, 268, or 310; and BIOL 221 or 222.

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 unit each
   101 Cross Country (men and women) 109 Softball (women)
   102 Football (men) 110 Crew (men and women)
   103A Soccer (men) 111 Golf (men and women)
   103B Soccer (women) 112 Tennis (men and women)
   104 Volleyball (women) 113 Track (men and women)
   108 Baseball (men)

B. Offered in both semesters at one-quarter activity unit each
   105A Basketball (men) 106 Skiing (men and women)
   105B Basketball (women) 107 Swimming (men and women)

Activity Courses

(One-quarter activity unit 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. Prerequisite: permission of instructor.
Physical Education

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.

127 Walking for Fitness .25 + activity unit Instruction on the physiological benefits and techniques of various fitness walking styles. The class will include group and individual walks on- and off-campus. It is intended for the beginning or intermediate walker.

129 Adaptive PE Activity .25 + activity unit This class is designed for 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 which 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 camping, cooking in the outdoors, safety, and wilderness ethics. A primary emphasis of the course is to promote lifetime enjoyment of the natural environment through hiking and backpacking. Unique considerations: course fee to cover cost of food, equipment, and transportation on hikes.

132 Advanced Alpine Hiking and Backpacking .25 + activity unit This course, which is for the intermediate or advanced hiker, runs for 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 proficient 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 **Lifeguard Training .25 + activity unit** Lifesaving techniques leading to certification by the American Red Cross in Lifeguard Training. Requires above average swimming ability, particularly in sidestroke, breaststroke, underwater swimming, and swimming endurance. **Prerequisite:** Ability to pass the equivalent of the Red Cross Swimmer test.

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

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, etiquette, 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 techniques 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 beginning 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, introducing intermediate level ballet technique, including the first level of the study of pas de deux. Designed for the student with a background in ballet. Prerequisite: PE 180 or its equivalent.

183 Beginning Jazz Dance .25 + activity unit  A course designed to teach the techniques and rhythms of jazz dance at the beginning level. Emphasis is placed on contemporary jazz with a background in the evolution of jazz dancing. Beginning jazz 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.

259 Water Safety Instructor Course .5 unit Successful completion of this course authorizes students to teach American Red Cross water safety courses, with the exception of Lifeguard Training. Includes planning, organizing, and methods of teaching aquatics courses. Prerequisites: Lifeguard Training/Red Cross Swimmer Level ability. Emergency Water Safety Course accepted in lieu of Lifeguard Training.

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.

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.

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.

361 Physiology of Exercise  This course is intended to review basic neuromuscular and physiological principles with special application to the exercising individual. The study of physiological responses to acute exercise and training adaptations will be covered in the neuromuscular, cardiorespiratory, circulatory, and endocrine systems. Other topics included in lecture and laboratories are cell metabolism, energy expenditure, body composition, fitness assessment, temperature regulation, exercise prescription, training principles, fatigue, ergogenic aids, limitations of performance, and the role of exercise in the prevention of disease. Prerequisites: CHEM 120, BIOL 221, 222, PE 190, 201. PE 272 or MATH 271 is recommended.

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.

372 Evaluation and Measurement  .5 unit  This course covers the application of measurement and evaluation procedures used by the physical educator in regard to physical fitness, sport skills, knowledge, and attitude in a variety of situations. Elementary statistics are presented to enable students to properly construct and evaluate tests. MATH 111 or MATH 271 recommended.
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.

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.

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.

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.

Instrumentation in Exercise Physiology .5 unit  This course is intended to familiarize the student with the laboratory procedures commonly performed in human performance laboratories for fitness assessment. The student will study in depth the historical and physiological significance of each testing procedure, assessing its strengths and weaknesses. Each student will learn to calibrate and operate the equipment and to perform all calculations necessary to derive meaningful data. The student will become familiar with the scientific method used in human performance studies. Emphasis will be placed on following proper procedures and interpretation of results. Actual hands-on experience with each piece of equipment will be stressed under close supervision. Prerequisites: MATH 271 or PSYC 251/252, PE 461. Offered spring term only.

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.

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.

Internship 1 unit each
Physical Therapy

Professor: Lynette S. Chandler, Director; Shelby J. Clayson

Associate Professor: Kathy Hummel-Berry

Instructor: Corinne Chan; Ann Ekes

Academic Coordinator of Clinical Education: Roger Williams

The Master of Physical Therapy Program

The physical therapy program offered by the School of Occupational Therapy and Physical Therapy is a postbaccalaureate graduate program leading to Master of Physical Therapy degree (MPT). The program is designed to educate an entry-level physical therapist. That is, the graduate student studies to enter the profession and does not study a specialty within the profession.

Diversity of educational background is desirable among potential physical therapists. A broad-based undergraduate education is an integral part of physical therapy education. Although any undergraduate degree may lead to the successful study of physical therapy, the student must demonstrate appropriate mastery of the prerequisite series of courses in the sciences. The prerequisite science courses are Chemistry 120/121, Physics 111/112, and Biology 221/222 or their equivalent. These courses must be completed prior to matriculation in the PT program.

Although many students enter the physical therapy program having already completed the undergraduate degree, the MPT is designed to be a 3-3 program. With careful planning it is possible to interlock the final year of an undergraduate program with the first year of the master’s program. Students at Puget Sound who are planning a 3-3 program should work closely with an undergraduate advisor in their major as well as a graduate advisor in physical therapy.

There are four required supporting courses which may be taken prior to or during enrollment in the physical therapy program. These courses are deviant human behavior (Comparative Sociology 206 or Psychology 240), alternate health care systems (Comparative Sociology 407), interpersonal or presentational communications (Communications and Theater Arts 101 or 350), and ethics (selected courses in the comparative values core). Students who have met Puget Sound core requirements may have fulfilled the ethics and communications requirement.

Please note that many more applications are received for each class than spaces available and that admission to the University of Puget Sound does not guarantee admission to the physical therapy program. However, applicants who have been granted an undergraduate degree from Puget Sound or have viable plans for completion of an undergraduate degree from Puget Sound and who are competitive within the applicant pool are offered admission prior to transfer students.

For information concerning application procedures, acceptance to degree candidacy, and completion of degree requirements for the graduate program in physical therapy see the Graduate Bulletin. The course sequence for the MPT and course offerings are also described in the Graduate Bulletin.

Physics

Professor: H. James Clifford; Frederick Slee

Associate Professor: James Evans; Andrew Rex; Alan Thorndike, Chair

Instructor: Bernard Bates; Rand Worland

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.

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The Bachelor of Science and the Bachelor of Arts degrees are both appropriate for students who are planning advanced studies in physics or are interested in careers in engineering, biophysics, astronomy, meteorology, oceanography, geophysics, mathematical physics, education, law, environmental physics, and the history and philosophy of science. Independent research projects and senior thesis presentations are encouraged of all physics majors. Students who complete distinguished projects will be eligible for graduation with Honors in Physics.

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

Bachelor of Science
1) PHYS 121/122, 221/222, 305/306, 351/352, and one additional upper division (231 or higher) course;
2) MATH 121/122, 221, 232, and 301.

Bachelor of Arts
1) PHYS 121/122 (or 111/112), 221/222, 305, 351 and two additional upper division (231 or higher) courses;
2) MATH 121/122, 221, 232, and 301;
3) CHEM 125/126 (or 120/121);
4) Foreign Language: Either satisfactory completion of foreign language at 201 level or equivalent competency.

Bachelor of Arts (Three-Two Engineering)
1) PHYS 121/122, 221, 305, 351 and two additional upper division (231 or higher) courses;
2) MATH 121/122, 221, 232, and 301, or equivalent;
3) CHEM 125/126; and
4) CSCI 161, or equivalent.

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

Requirements for the Minor
Physics 121/122 (or 111/112); three additional units at least one of which must be at the 300 level or higher. (Ordinarily Physics 103 and 109 will not satisfy these requirements.)

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 212 or Honors juniors or seniors who have taken Honors 212. 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.
Physics

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.

111/112 General College Physics This two-semester sequence of courses is designed for any interested student regardless of his or her major. The fundamental branches of physics are covered, 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. Credit for PHYS 111 will not be granted to students who have completed PHYS 121; credit for PHYS 112 will not be granted to students who have completed PHYS 122.

121 General University Physics Fundamental principles of mechanics, gravity, and wave motion are treated. Prerequisite: MATH 121 (may be taken concurrently). Satisfies a Natural World core requirement. Credit for PHYS 121 will not be granted to students who have completed PHYS 111.

122 General University Physics Fundamental principles of heat, electricity, magnetism, and optics are treated. Prerequisite: PHYS 121. Satisfies a Natural World core requirement. Credit for PHYS 122 will not be granted to students who have completed PHYS 112.

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

221 Modern Physics I This course is an introduction to twentieth century physics, concentrating on special relativity and statistical physics. Applications to atomic, nuclear, and solid state physics 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. Credit for PHYS 232 will not be granted to students who have completed 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 B.C. down to its culmination in the 2nd century A.D. 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  This is 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 transformations and vector calculus, Newton’s laws, conservation theorems, the harmonic oscillator, damped and driven oscillations, and the calculus of variations. Prerequisites: PHYS 112 or 122; MATH 301 desirable.

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

310 Statistical Mechanics and Thermodynamics  Newtonian mechanics 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. Next offered Spring 1992.

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. Will be offered Spring 1991.

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 is discussed, with emphasis on the theory of potential, harmonic functions, and fundamentals of boundary value problems. Prerequisites: PHYS 112 or 122, MATH 221, and MATH 301.

352 Electromagnetic Theory  This is a continuation of 351, emphasizing the propagation of electromagnetic waves, energy transfer, special relativity, and principles of optics. Prerequisite: PHYS 351.

411/412 Quantum Mechanics  This is a 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, Acting Chair 1990-91; Philip M. Phibbs

Associate Professor: David Balaam; Donald Share, Chair (on leave 1990-91)

Assistant Professor: Karl Fields; William Haltom; David Sousa

About the Department

The Department of Politics and Government aims to acquaint students with the theoretical and empirical aspects of human political experience. It seeks to develop an intelligent awareness and understanding of the processes, structures, institutions, and ideas of politics. In so doing the department seeks to: 1) develop student abilities to think critically and analytically about politics—to go beyond description and categorization in search of explanation; 2) encourage student appreciation of the complexities of human behavior and the interrelated nature of knowledge; 3) encourage students to evaluate political ideas, and, on the basis of such analysis, to begin to articulate a set of personal political values; 4) assist student development of the ability to communicate the knowledge and understanding of politics gained through curricular and extra-curricular experiences provided by the department; 5) assist student acquisition of skills necessary for entry into various post-graduate programs or careers in public service.

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. This program will be grouped into the following sub-areas: (1) American Government; (2) Comparative Politics; (3) International Relations; (4) Political Theory.

Requirements for the Major

1) 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 300-level (PG 100 may be substituted for one 300-level course);
   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;
   Note: PG 497 does not count towards the major. Independent study may count toward the major with approval of the department.
2) Two courses meeting Society core requirements, both of which must be taken outside the Department of Politics and Government;
3) At least five units of the total must be taken in residence at this University;
4) No course below the grade of C (2.0) shall be counted toward the major.
5) Any deviation from these requirements requires written approval by the Politics and Government faculty meeting as a whole.
Requirements for the Minor

1) Completion of a minimum of 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 (except 497);

2) At least three units of the total must be taken in residence at this University;

3) Any deviation from these requirements requires written approval by the 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 or minor based on the age of the course.

Introductory Courses

100, Introduction to Political Science
201, Introduction to U. S. Politics
202, Introduction to Comparative Politics
203, Introduction to International Relations
204, Introduction to Political Theory

Major Area Courses

American Politics

310, The Presidency and Congress
311, American Parties, Interest Groups and Elections In Comparative Perspective
313, American Constitutional Law
314, Bureaucratic Politics and Public Policy
315, Law and Society
316, Civil Liberties
317, American Political Economy
318, Public Opinion
410, Seminar in American Political Institutions
411, Seminar in Public Law
412, Seminar in Public Policy

Comparative Politics

320, Comparative Communism
321, West European Political Systems
322, Latin American Political Systems
323, Asian Political Systems
324, Third World Politics
370, Latin America Study Tour
372, Government and Politics of Japan
373, Middle East Politics
377, Comparative and International 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
335, U.S. National Security
377, Comparative and International Political Economy
430, Seminar in International Relations
Political Theory

340, Greco-Roman and Medieval Political Theory
341, Modern and Contemporary Political Theory
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 U. S. Politics  This course introduces students to the institutions and processes of U. S. politics. It covers all of the fundamental principles and important decision-makers, 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 Presidency and Congress  Students will examine the historical development of the executive and legislative branches, focusing on the interactions between Congress and presidents in the policy process. Primary emphasis will be given to exploring the consequences of the structures and relationships of these institutions for policy outcomes. The course deals with the problem of governmental effectiveness: Can this government govern? 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.**

**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 pro-
cesses 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 spe-
cific extra-judicial legal institutions. The latter third of the course details lessons of the first
two-thirds by case study of litigation in the United States. **Prerequisite: 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.**

**317 American Political Economy** This course explores a number of issues in American
political economy, including theoretical perspectives on the relationship between the state and
the market, public attitudes about the equity and legitimacy of market outcomes, explaining
the comparative size and extent of the American welfare state, and the political consequences
of the changing international economic position of the United States. **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.**

**320 Comparative Communism** The politics of major communist systems are surveyed
from a comparative perspective. The course examines the origins, development, institu-
tions, 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 infor-
mation. **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 con-
sidered. In addition, the course will touch on general themes in the politics of the European
Community. **Prerequisite: P&G 202 or 203 or consent of instructor.**

**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 or 203 or consent of instructor.**
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.

327 Thatcher’s Britain The election of Mrs. Thatcher in 1979 has proved to be one of the most important political events in post-war Britain. The aim of the course is not only to introduce the American student to British political traditions, but also to the effect Thatcherism has had on our institutions and visions regarding the good society. Offered only as a part of the ILACA London program.

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 202 or 203.

331 U.S. Foreign Policy The roots and extent of America’s involvement in world affairs; ideological, institutional, and strategic factors shaping U.S. foreign policy since WWII. America’s responsibility and influence on global conditions. Approaches to analyzing American foreign policy. Prerequisite: P&G 202 or 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 United Nations. Prerequisite: P&G 202 or 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.

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.

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.

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, Savonarola, 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.

370 Latin America Study Tour  This course has two main components: 1) a ten-day to two-week study tour to one or more Latin American countries, with the specific destination changing from year to year, to take place in early January, and 2) a weekly seminar during the spring semester. The course is intended as an opportunity for students to complement their academic understanding of the plethora of problems facing Third World countries with firsthand experience and observations. Prerequisites: Students must take P&G 322 in the fall semester before the Spring in which they plan to enroll in P&G 370. Students must apply through the International Studies Office and must be accepted into the program in order to enroll.

372 Government and Politics of Japan  This course is designed to familiarize students both with the institutions of government, and with a breadth of issues relevant to a deeper understanding of how political and economic processes actually work in Japan. It is comparative in nature, and deals primarily with politics since 1945. Prerequisite: P&G 202 or P&G 203, or permission of instructor.

373 Middle East Politics  An introductory survey of contemporary Middle Eastern politics at both the national and international levels of analysis. The primary goal of the course is to provide students with a basic knowledge of the history, issues, and events which make the Middle East such a persistent source of interest, tension, and outright conflict. Secondary goals of the course are to develop basic social science analytical skills as well as written communication abilities. Prerequisite: P&G 202.

377 Comparative and International Political Economy  In an effort to understand the nature of political economy both within and between nations, we will introduce contending approaches to the question of how political, economic, domestic, and international conditions are connected. These approaches will be used to analyze a number of concrete political economic issues, such as the welfare state, the international monetary system, agricultural trade, the debt crisis, and north-south issues. Prerequisite: P&G 202 or 203, or permission of instructor. Credit for PG 377 will not be granted to students who have completed PG 326, PG 334, or PG 336.

378 Government and Politics of Korea  This course provides, first, an understanding of Korean politics in the 20th century, from colonial takeover through the present competition between regimes in the north (socialist) and south (capitalist). Secondly, Korea will serve as a laboratory by which to consider and test theoretical approaches in comparative politics, with particular attention to the separate and competitive development of ideologies and political economies. Prerequisite: admission to the Pacific Rim/Asia Study-Travel Program.

379 Vietnam and Indochina in Southeast Asian Politics  The politics of Vietnam from dynastic, pre-colonial times through the present will be studied from a comparative politics and international relations perspective, with special attention to nationalism, colonialism, independence movements, warfare, socialist economic model, relations with other nations and their economic models in Southeast Asia. Charts the shift from socialism to market economic forces in Vietnam today. Prerequisite: admission to the Pacific Rim/Asia Study-Travel Program.

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, 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 202 or 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
Requires prior departmental approval to count toward major or minor.

### 497 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. PG 497 does not count toward the major or minor.
Psychology

Professor: Barry S. Anton; Ernest S. Graham; Donald E. Pannen, Chair

Associate Professor: James Friedrich

Assistant Professor: W. Jeffrey Burroughs; Catherine Hale; Sharon Hamill; Lisa Wood

About the Department

A current assessment of the field of psychology recognizes its application within a wide variety of professions including business, education, law, physical and occupational therapies, medicine, and clinical practice. While acknowledging this breadth of application, the academic discipline of psychology remains strongly wedded to empirical investigation as the fundamental underpinning of psychology and its effective application within these fields. Thus, ethical decision-making in applied psychology hinges on an empirically based understanding of the fundamentals of human experience and behavior, including sensation, perception, cognition, learning, development, and social interaction. These fundamentals are best approached through the process of laboratory investigation and careful evaluation of relevant research and scholarly writing. As such, psychology embraces scientific research training as a key element in the professional development of psychologists as well as those who apply psychological principles in other contexts. Such training includes the principles of research design, statistical inference, and measurements, as well as training in the intellectual skills necessary for communicating and evaluating the results of empirical investigation.

More broadly, the field of psychology concerns itself with the enhancement of human experience through a better understanding of our uniqueness as individuals and our similarity and relation to others, including animals of other species. To this end, psychological research investigations focus on humans as well as other animals, on the individual as well as the collective. Although the discipline of psychology has evolved to embrace an empirical approach to the development of knowledge, we recognize that the root of this inquiry rests historically in the rational self-reflective capacities of the human mind and in the human search for meaning within experience. As such, education in psychology reflects and encourages the development of intellectual curiosity and a humanistic concern for others, both of which may be refined and expanded through disciplined inquiry and direct experience in the form of well supervised research and applied experience.

The curriculum in the Department of Psychology meets many of the broad educational goals of the University in the process of training students to logically formulate and investigate questions relevant to the field of psychology. Students are required to present their ideas orally and in written form as they study the traditional fundamentals of psychology and apply them more broadly to a wide array of disciplines. We attempt to balance narrowly focused courses which strengthen specific theoretical concepts and processes, with those that illustrate the historical and structural development of theories and their broader applications. Further, our seminars and independent study courses provide opportunities for students to delve more deeply into an area of interest, to approach contemporary issues in psychology and to develop the skills of scholarship at a more sophisticated level.

Overall, we provide ample opportunities for students to strengthen both the quantitative and verbal aspects of logical thinking and encourage critical analysis at highly focused and more general levels. The content of many of our courses reaches students at a personal level, providing the motivation for both intellectual and personal development. It is our expectation that students will strengthen and develop a sense of their personal values through the process of intellectual inquiry, scientific investigation, and interaction with faculty and other students. As such, the enrollment in many of our courses is small, such that close interaction between faculty and student is maintained throughout their participation in our program.

Requirements for the Major

1) Core Program: Successful completion of the two-semester sequence of Experimental Psychology and Applied Statistics I and II (PSYC 201, 301), Experimental Analysis of Behavior (PSYC 360), Biological Bases of Behavior (PSYC 351), Psychological Measurement (PSYC 401), and Perspectives on Behavior (PSYC 492).
Note: Majors are required, as part of the core course requirements (PSYC 360), to participate in laboratories involving live animals.

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) Psychology majors must satisfy University Core requirements outside of the Psychology Department.

Requirements for the Minor
Completion of a minimum of five units to include
1) PSYC 101;
2) Two units from PSYC 201, 281, 290, 301, 351, 360, 361, 401;
3) Two units from PSYC 200, 210, 231, 260, 273, 330, 345, 370, 460, 492, 495;
4) All courses must be taken for a grade.

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.

201 Experimental Psychology and Applied Statistics I This course covers experimental design and research methodology, elementary and advanced techniques of data analysis, and basic issues in the philosophy of science. Laboratory and individual research is required. Prerequisite: high school algebra or equivalent. To be taken during the sophomore or junior year.

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.

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.
273 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).

281 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.

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

301 Experimental Psychology and Applied Statistics II This course covers experimental design and research methodology, elementary and advanced techniques of data analysis, and basic issues in the philosophy of science. Laboratory and individual research is required. Prerequisite: PSYC 201.

330 Theories of Personality This course is designed to provide the student with an understanding of several theoretical models of the determinants of human behavior. Taking a historical perspective, students learn about psychoanalysis, behaviorism, humanism, and other models of personality. A comparative approach is stressed with an emphasis on structural criticism of each theory and its philosophical underpinnings. Prerequisite: at least one course in psychology.

345 Abnormal Psychology The major focus of this course is aberrant human behavior and the scientific basis for understanding its causes. Students will learn the major approaches utilized today in diagnosis and treatment of these disorders including biological, psychoanalytic, cognitive, behavioral, humanistic, and community-systems models. Prerequisite: at least one course in psychology.

351 Biological Bases of Behavior This course blends Physiological Psychology and Clinical Neuropsychology. It deals with the integration of sensory processes and clinical neuropsychology. Topics include: thresholds, methodological and evaluative techniques and models, including brain imaging techniques and neuropsychological evaluation, physiological organization and development of the human nervous system, hemispheric specialization and asymmetry, laterality, developmental disorders, degenerative disorders, dementias, seizure disorders, traumatic brain injury, recovery of function, language structure and functioning, psychiatric and motor disorders, and spatial behavior. Prerequisite: PSYC 201 or permission of instructor.

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. Note: This course requires work with live laboratory animals. Prerequisite: PSYC 201 or permission of instructor.

361 Cognitive Psychology This course is concerned with how humans learn, think, reason, and solve problems. It 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. Prerequisite: PSYC 201.
Psychology

370 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. Prerequisite: Permission of instructor.

401 Psychological Measurement This course is an introduction to psychometrics and assessment. It will address test construction, reliability and validity, types of tests, administration, evaluation of results and their decision-making implications. Specific tests and issues unique to their use and abuse will be presented. Prerequisites: PSYC 301 and second semester junior standing.

460 Psychotherapy and Behavior Change This seminar reviews the major models of personality, psychotherapy, and clinical assessment. A strong emphasis in the course will be placed on the comparison of cognitive-behavioral theories to psychoanalytic, humanistic, and systems approaches. Students will have opportunities to develop and practice basic counseling skills as part of the humanistic segment of the course. Prerequisite: PSYC 330 or 345.

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

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 Spring 1991); Christopher Avery Ives (on leave 1990-91); Stuart Smithers

Adjunct Professor: Richard Rosenthal

About the Department
The Department of Religion seeks to help students understand the nature and importance of the world's great religious traditions in historical context and to glimpse some of the profound questions and answers about human nature and destiny which these traditions offer. Toward this end we study several individual traditions in depth, but we also treat the traditions comparatively, in each case noting how they shape human existence and culture through such expressions as myths, symbols, rituals, moral systems, and ideas.

For students seeking a true liberal arts education, a major or minor in Religion provides an avenue towards deeper understanding of oneself and the human adventure. It also serves as a stepping-stone to graduate studies and as a general background helpful in many vocations. For the major and minor the faculty provides an introduction to our academic discipline followed by careful probing of two or more important traditions and a consideration of the methods useful in the study of religion.

Religion courses are grouped in six areas:

I. General Courses
   101 Introduction to World Religions
   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.
301 Personal Values
311 Healing: A Planetary Perspective
381 Living and Dying
400 Psychology of Religion
407 Professional and Corporate Ethics

II. The Jewish and Christian Traditions
   A. Biblical Literature
      200 The History and Literature of Ancient Israel
      201 The History and Literature of the New Testament
      312 The Apocalyptic Imagination
      354 Paul and the Pauline Tradition
   B. Religious Traditions
      253 Religion and Society in the Ancient Near East
      271 Jewish Existence: History, Institutions, and Literature
      361 Ancient and Medieval Christian Thought
      362 Modern and Contemporary Christian Thought
      363 Religious Ethics in America

III. Asian and African Religious Traditions
232 Popular and Philosophical Taoism
233 The Formation of Japanese Religion
234 Religious Themes in Japanese Literature
304 Africa's Triple Religious Heritage
330 Zen and Japanese Culture
331 Hinduism
332 Buddhist Tradition in India and China
333 Theravada Buddhism in Southeast Asia (taught only on the Pacific Rim Program)

IV. Advanced Seminars in Religious Thought
450 Tradition and the Esoteric
451 Economics and Ethics: A Religious Inquiry
452 Literature of the English Renaissance and Reformation
453 Archeology and the Bible
454 Buddhist and Christian Social Ethics

V. Departmental Seminar
490 Religion Seminar for Majors and Minors

VI. Independent Study and Internship
495/496 Independent Study
497 Internship

Requirements for the Major
The major in religion is nine courses, and only grades of C (2.00) or higher count towards the major or minor.
1) One "gateway" course (REL 200 or 201) from Area II (The Jewish and Christian Traditions) Part A, Biblical Literature. With its introduction of major concepts and methodologies in the field, this is intended as a first course for the major, so no more than one other course may be taken prior to filling this requirement.
2) One other course from Area II (The Jewish and Christian Traditions) Part B, Religious Traditions
3) Two courses from Area III (Asian and African Religious Traditions)
4) One course from Area IV (Advanced Seminars in Religious Thought)
5) Religion 490, Religion Seminar for Majors and Minors
6) Three other courses, only one of which may be at the 100-level

Since the 100-level courses (those numbered 101-106) offer differing perspectives at the introductory level, only one 100-level course may be counted toward the Religion major or minor. Only one Religion course taken before Religion 200 or 201 can count toward the major. As prerequisites, departmental courses at the 200-300 level will require Religion 200
Religion

or 201 or permission of the instructor. Advanced Seminars in Religious Thought will require Religion 200 or 201 and one other course, or permission of the instructor.

Students majoring in Religion may count only two Religion department courses toward fulfilling University Core Curriculum requirements.

Several courses dealing with Religion are offered from time to time in other departments. Although these courses do not count toward the major or minor in Religion, they may be of interest to students who wish to supplement their work in Religion with related study in other disciplines. At present, the following are available:

- CLSC 201 Religions of the Roman Empire
- CSOC 203 Religion and Society
- FL 395 The Islamic Tradition
- PHIL 482 Philosophy of Religion

Requirements for Honors in the Major
1) A foreign language through the 202 level
2) A senior thesis, which counts as one of the 9 courses for the major
3) Work in Religion which meets the university requirement for Honors in the Major.

Requirements for the Minor
The minor in religion is five courses, and only grades of C (2.00) or higher count towards the minor.
1) One course in Biblical Literature (200 or 201)
2) One course from Area III (Asian and African Religious Traditions)
3) One course from Area IV (Advanced Seminars)
4) Two other courses, only one of which may be at the 100-level. The Departmental Seminar (490) is recommended.

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 Introduction to World Religions 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 Jewish self-understanding from the early biblical period to A.D. 70 followed by an analysis of the Christian movement during Hellenistic times. "Conservative" and "liberal" Jewish and Christian theological interpretations of the interactions of these two traditions will be considered. The second portion of the course is a similar study of Indian religious history. Special attention is given to the rise of Hinayana and Mahayana
Buddhism as alternative responses to Brahmanic Hinduism during the 6th and 5th centuries B.C. This course may be used as an introduction to advanced courses in Hindu and Buddhist Thought. Satisfies Historical Perspective core requirement.

105 Religion in the Modern World An introduction to the comparative study of Christianity, Islam, and African Traditional Religion, especially emphasizing their contributions and responses to modernization, viewed in historical perspective. Satisfies the Historical Perspective core.

106 The Religious History of the United States The history of religion and religious institutions in America and their interaction with American society. The American people have expressed their religious needs in institutions and theologies which have shaped not only a narrowly-defined religious life but the nation as well. At the same time, geographic, economic, and social changes have influenced and shaped religious life. This course tells the story. Satisfies the Historical Perspective Core requirement.

200 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.

201 The History and Literature of the New Testament All the writings of the New Testament are studied, in order to understand both the critical scholarly questions of date, authorship, purpose, and the impact of these writings and their authors on the emerging Christian community.

232 Popular and Philosophical Taoism This course will be primarily a survey of the development of Taoism from the time of Lao-tzu to the Tang period. The influence of social and political factors on the evolving Taoist institution and its own changing interpretations of its religious symbols will be emphasized. Special attention will be given to the interaction of Neo-Taoism and Buddhism and the consequences of this for the development of nature as a religious symbol. In conclusion, possible implications of that interpretation of nature will be considered for modern environmental problems. Prerequisite: REL 200 or 201 or permission of instructor. Next offered 1991-92.

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. Next offered 1991-92.

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. Prerequisite: REL 200 or 201 or permission of instructor. Next offered 1991-92.

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. Next offered 1991-92.

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 Marxism, and the growing secularization of English society. The course will conclude with a study of the direction being taken by existing religious communities together with an examination of the religious trends developing outside recognized religious institutions. Throughout there will be a study of the main differences between the historical and contemporary religious situations on either side of the Atlantic. Taught only as part of the ILACA London program.

271 **Jewish Existence: History, Institutions and Literature** Jews have created a series of social forms and institutions to make possible their continued existence during centuries of living in every part of the world. The course examines the existence of Jewish people from both interior and exterior perspectives, showing the development of Jewish history without world history and concentrating especially on the 19th and 20th centuries. Sponsor: The Jewish Chautauqua Society. Satisfies the Historical Perspective core requirement.

301 **Personal Values** The purpose of this study is to become conscious of the history of the quest for some "master value," a knowledge of the nature of the quest itself, along with development of discernment in various value systems; and the emergence of a learning theory which incorporates commitment as well as discernment. Satisfies the Comparative Values core requirement.

304 **Africa's Triple Religious Heritage** The course surveys Africa's Traditional Religion, Islam, and Christianity. Emphasis is placed on traditional value systems and their response to modernization. **Prerequisite: Religion 200 or 201; or permission of instructor.**

311 **Healing: A Planetary Perspective** Healing methods such as Chinese acupuncture, psychic surgery, and homeopathy are gaining attention in America, challenging our usual images of "disease" and "healing." This course tries to help students see how we got our Western technical methods of healing, what their limitations may be, and how we might appreciate some of the "ancient" and "foreign" methods. The goal is to envision a way of life which is "good medicine" for our whole planet. **Prerequisite: Junior standing. Satisfies the Comparative Values core requirement.**

312 **The Apocalyptic Imagination** Apocalyptic visions of heaven, hell, judgment, cosmic battles, and a faithful, persecuted remnant have stimulated literary and religious imaginations for over 2000 years. The course explores the apocalyptic imagination within its historical and cultural context, acquaints students with the value systems and presuppositions embedded in an apocalyptic perspective, and discerns the social structure and symbol system of an apocalyptic world-view. **Prerequisite: REL 200 or 201 or permission of instructor.** Next offered 1991-92.

330 **Zen and Japanese Culture** This course examines the development of Zen and the impact of this religious tradition on Japanese culture. We explore the origin of Zen in China, Zen practice and philosophy, the evolution of Zen in Japan, and the impact of Zen on Japanese poetry, Noh drama, painting, calligraphy, gardens, and tea ceremony. **Prerequisite: REL 200 or 201 or permission of instructor.**

331 **Hinduism** The various systems of myth, symbol, and ritual which have come to constitute modern Hinduism. An analysis of theological traditions and institutions associated with the Indus Valley civilization, Vedic and Upanishadic literature, Jainism, Puranic theism, and Tantrism. The approach draws primarily upon scriptural materials and secondarily on anthropological and sociological studies. Offered alternate years. **Prerequisite: REL 200 or 201 or permission of instructor.** Next offered 1991-92.
332 Buddhist Tradition in India and China The movement of Buddhism out of India and across East Asia. Special emphasis is given to the evolution and development of Mahayana Buddhism, through an analysis of the interaction of Buddhist myths, symbols, and rituals with basic social and philosophic elements of indigenous Indian, Chinese, and Tibetan culture. Offered alternate years. Satisfies the Comparative Values core requirement.

333 Theravada Buddhism in Southeast Asia This course examines the historical development and modern practice of Theravada Buddhism in Thailand and Sri Lanka. Studies of Buddhist ethics and the relation of Buddhism and the state are emphasized. Taught only as part of the Pacific Rim/Asia Study-Travel Program. Satisfies the Comparative Values core requirement.

354 Paul and the Pauline Tradition The course looks at the effect of the apostle Paul's world on his thought (e.g. Stoic philosophy, Jewish wisdom, Pharisaism). It explores how Paul and the Pauline communities grapple with such human concerns as death, immortality, group behavior, authority (who is in charge and who decides?), the place of ritual, and the relationship between the group and the individual. The course 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). Prerequisite: One of the following courses: REL 102, 200, 201, 253, 271, or permission of instructor. Next offered 1991-92.

361 Ancient and Medieval Christian Thought 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. Prerequisite: REL 200 or 201 or permission of instructor.

362 Modern and Contemporary Christian Thought This course begins by studying the late-medieval roots of movements such as the Renaissance and the Reformation which expressed the emerging modern spirit in Europe. It traces the major forms of Orthodox, Catholic, and Protestant Christian thought up into the twentieth century, dealing especially with the impacts of modern science and secularization. Finally we will consider several movements of contemporary significance, such as "death of God" theology, liberation theology, feminist theology, and the "Traditionalist" school. Prerequisites: REL 200, 201, or permission of instructor.

363 Religious Ethics in America A survey of the ethics of leading American religious thinkers—Protestant, Catholic, Jewish, and Muslim—with emphasis on cultural and political dimensions. Prior work in American history recommended. Prerequisite: REL 200 or 201 or permission of instructor.

381 Living and Dying Examines the question of death as part of life and affords the opportunity of dealing with feelings and religious values. Such areas as fear, terminal illness, grief, suicide, child death, and aging are covered through reading, discussion, films, and interviews with people involved in these specific areas.

400 Psychology of Religion A study of the interaction between the human experience of faith and the science of psychology. Some topics include religious growth and development; guilt, sin, anxiety; love and hate; religious experience; the logic of religious symbols; worship and meditative prayer. Some topics will be treated interculturally. Prerequisite: Undergraduates must have one course in Religion or Psychology.
407 Professional and Corporate Ethics Skills of ethical decision-making in professional life, including personal values of the professional as well as global issues which have an impact on the profession. Satisfies the Comparative Values core requirement.

450 Tradition and the Esoteric Among the important thinkers who have challenged the most basic assumptions of modern life and modern religion is a group known as the "Traditionalist" writers. Their work is based on conviction that each of the great religious traditions contains an inner esoteric heart and that knowledge of this heart can expose the shortcomings of modern life and slow down the decay of religion. In this senior seminar we will make a close study of works by five leading Traditionalist writers: René Guénon, Frithjof Schuon, Ananda Coomaraswamy, Seyyed Nasr, and Gai Eaton. Prerequisites: at least two courses in Religion, of which one must be either 200 or 201; or permission of instructor. Next offered 1991-92.

451 Economics and Ethics: A Religious Inquiry The course of world economic development has generated significant ironies, dilemmas, and moral choices. This course explores ways to evaluate morally issues such as economic expansion vs. environmental depletion, planning vs. free market options, growth vs. equity, and women as liberated economic actors. The reflection of Christian and other world religious communities on economic problems will be surveyed. Prerequisites: at least two courses in Religion, of which one must be either 200 or 201; or permission of instructor. Next offered 1991-92.

452 Literature of the English Renaissance and Reformation A study of the literary works that belong to the English Reformation, through the Tudor period and into the reign of James I. These include More's Utopia, the poetry of Spenser and Donne and the King James Version of the Bible. The course lays out the different spiritual and aesthetic styles and the religious issues which influenced the subject matter and form of the literature. Also ENGL 452.

453 Archaeology and the Bible This course explores in detail the results of archaeology with special attention to lands that influenced the biblical accounts. It examines the methods of current archaeological practice and relates artifacts found in excavations to the social and cultural climate that created them. It enables the student to develop a synthetic approach to the study of the world of the Bible by using archaeological and textual data. In particular, the role of religion as elucidated by archaeology and literature is delineated. Prerequisites: at least two courses in Religion, of which one must be either 200 or 201; or permission of instructor.

454 Buddhist and Christian Social Ethics This course considers recent Buddhist and Christian formulations of social ethics. We explore the ways in which key thinkers and movements draw from and critically re-examine traditional sources—texts, philosophies, institutions, and practices—to set forth systems of ethics in response to social issues. Prerequisites: at least two courses in Religion, of which one must be either 200 or 201; or permission of instructor. Next offered 1992-93.

490 Religion Seminar for Majors and Minors This seminar is required of all Religion majors during their junior or senior years and is recommended for all minors. Its goals include helping students develop an in-depth understanding of the special problems and possibilities involved in the academic discipline of religious studies, as well as in the various methodologies employed by scholars in this field. It will encourage students systematically to evaluate for themselves a variety of methods of analysis for the study of religious materials. These materials will include rituals, myths, and symbols as well as concepts of culture, history, and values. Advanced research techniques will be discussed and students will be asked to begin integrating future coursework and research projects around a central theme, problem, or method which they feel to be most significant.

493/494 Advanced Studies in Religion A special topic, usually selected about a year in advance, is treated in seminar fashion.
495/496 Independent Study

497 Internship Students will work in non-profit or for-profit institutions relevant to religion and society under the University Internship Program (see catalog description). Reflection on experience in the field will be developed into written form and shared in a seminar setting. Prerequisites: two courses in Religion, at least one of which must be 200 or 201.

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 1993-94 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, Malaysia, India, and Singapore. 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 sur-
Study Abroad

vive 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 February.

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 re-orientation 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, University of Portland, 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. It is especially suitable for students who prefer not to live in the city. Selection takes place in February for the next spring term.

OVIEDO
This program is offered by the ILACA consortium every spring. Oviedo is nestled in the mountains of northwest Spain. All instruction is in Spanish, and a two-year minimum of college-level Spanish is required. (ILACA courses include Spanish language and culture, history, literature, and art.) With the appropriate skills, a student may be able to audit a class at the University of Oviedo. Students live with local families. Selection takes place in February for the next Spring term.

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 February for the upcoming summer.
Other Programs:
The University of Puget Sound also makes available information on over 1,000 other programs through other institutions. See the Office of International Programs for details.

Women Studies Program
Coordinator: Florence Sandler, English
Advisory Committee: Denise Despres, English; Juli Evans, Occupational Therapy; Beth Kalikoff, English; Diana Marré, Communication and Theatre Arts; Ilı Nagy, Art; Ann Neel, Comparative Sociology; A. Susan Owen, Communication and Theatre Arts; Kate Stirling, Economics; Lisa Wood, Psychology

About the Program
An interdisciplinary program, rather than a department, Women Studies at Puget Sound 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 studies 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 485: Women in Theatre
ENGL 235: Literature by Women
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

Course Offerings
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

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.
Admission, Housing, Fees, Financial Aid

Admission to the University

Dean, George H. Mills, Jr.

Each applicant to the University should present those qualities of character and the seriousness of purpose which would indicate that he or she will benefit from and contribute to the University community. Each applicant is given individual consideration. A careful evaluation is made of the student’s curricular and extracurricular record.

Primary criteria for admission include:

1) Graduation from an accredited high school and, if applicable, evidence of satisfactory work in an accredited college or colleges.
2) Course selection and cumulative grade-point average.
3) Rank in graduating class (freshmen only).
4) Scores from the College Board Scholastic Aptitude Test (SAT), the American College Test (ACT), or the Washington Pre-College Test (WPCT).
5) Letter of personal recommendation 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 laboratory 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.

Van service is available from Seattle-Tacoma International Airport to a downtown Tacoma hotel; bus and taxi service is available from downtown to the campus.
Admission to the University

The Office of Admission is closed during Thanksgiving Holiday (November 22-25, 1990) and Winter Holiday (December 21, 1990 - January 1, 1991). During Fall Break (October 19, 1990), Winter Break (December 21, 1990 to January 21, 1991), and Spring Recess (March 18-22, 1991) 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 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 are also often requested.

To assure maximum consideration for financial assistance and on-campus housing, students applying to enter the University for fall of 1991 should apply no later than March 1, 1991. 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 14 (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 14 if their early version Financial Aid Form results are received by the Office of Financial Aid and Scholarships 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, 1991. Final award decisions will be mailed to students beginning April 1, 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 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 other school officials to also submit personal recommendations, please submit recommendations 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 3, 4, or 5 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 comparable 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.

6) The University will not accept photocopies or facsimile (FAX) copies of any official documents that are required as a part of the application process.

**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. Credit granted through credit-by-examination may not be used to fulfill general University Core Requirements. Use of these examinations to fulfill major or minor requirements is at the discretion of each department, program, or school.
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.
Admission to the University

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
Admission to the University

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.

6) Official scores of any non-traditional work must be submitted with the application materials. This would include AP exams, CLEP exams, USAFI scores, or military forms DD 214 or DD 295.

7) The University will not accept photocopies or facsimile (FAX) copies of any official documents that are required as a part of the application process. Undergraduate students who formerly have attended the University (as regular matriculants) but have not been in attendance for one or more terms (excluding Summer Session) must re-apply by filing an Application for 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 re-apply 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 for each new student. This payment should be forwarded with the Reservation Statement upon receipt of the Certificate of Admission by May 1.

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

A Residential Life Application is included with the Certificate of Admission and the Letter of Acceptance. A $100 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 for 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 May 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 May 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
Honorably 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.

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 98416-0061.

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: 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 the 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 Program's philosophy is founded upon the belief that residence halls are more than just places to live. Residential Life views each hall as a rich resource for intellectual, cultural, and personal growth.

The six University residence halls are arranged in two quadrangles on the main campus and are architecturally consistent with the other Tudor Gothic buildings on campus.

Lounges, laundry facilities, kitchenettes, vending machines, and televisions are located in 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-ambulatory students. 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-five houses are located on the perimeter 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.
Residential Life

Kitchen facilities enable students to prepare their own meals, if they wish, rather than purchasing meal tickets through the University. Students are provided similar furnishings to those 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; three Language Houses for the study of French, German, and Spanish; 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.

"Connections," offers 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, hall administrators, facilitators, and Honor Code enforcers for 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 (HC's) are full-time upperclass students with prior residence hall experience. They report directly to the Assistant Director of Residential Life. Resident Assistants (RA's) work under the supervision of HC's in the halls. Community Coordinators (CC's) perform approximately the same duties for the residence houses.

Students in all residence units are governed by the University Honor Code, as well as federal, state, and local laws.

Failure to comply with the governing laws and codes may be considered grounds for termination of residence. Beyond the University's policies and regulations, students are encouraged to be self-regulating and to adopt their own system of government within each facility.

Procedures: How to Apply
Residential Life applications are received by students with their Certificate of Admission. Completed applications must be accompanied by a $100 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 May 1. After that date, $50 is refunded until August 1. After August
1, none of the deposit is refunded. 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. Board plans are optimal for these residents.

University housing rates are detailed in the next section of this Bulletin, "Financing Your Education."

Address inquiries to Coordinator of Operations, 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.
Financing Your Education

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 ................................................................. $11,300
Room and Board ..................................................... $ 3,800
Student Government Fee ........................................ $ 120

Estimated expenses amount to $15,100 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, and 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 1990-91 academic year is $11,300. 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) ........................................... $ 5,650
Overload, per unit ....................................................... $ 1,430
Part-time students (less than 3 units), per unit ....................... $ 1,430

Tuition charges for fractional unit courses will be computed at the per unit rate of ...................................................... $ 1,430

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.

If waitlist activity causes a change in tuition fees, (i.e. part-time to full-time, full-time to overload), payment of the additional tuition is expected by the validation date or at the time of the change, if after validation, but no later than the first day of class.

All students in the Master 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 $715 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.

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 ................................................................. $ 225
Sailing ................................................................. $ 115
Scuba Diving ............................................................. $ 75

PE fees are non-refundable after the last day to drop without record.

Fieldwork Experience/Internship Fee required of Occupational Therapy/Physical Therapy students at the beginning of the Fieldwork/Internship period:
Occupational Therapy ......................................................... $ 1,135
Physical Therapy ............................................................. $ 1,135

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 ............................................................. $ 3,800
(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 May 1 are refundable in full. After that date, $50 is refunded until August 1. After August 1, none of the
Financing Your Education

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 May 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 pro-rated refund may be allowed under the following conditions:

a) If a student completely withdraws from the University and if that withdrawal is caused by sickness or circumstances entirely beyond the control of the student; or,

b) If a student officially checks out of the residence hall during the first two weeks of classes and if that student is replaced by a student new to the housing system or by a student in a temporary housing situation.

If neither of the above conditions exist at the time of the student’s withdrawal from the residence hall, the student continues to be responsible for payment of the entire room charge.

Board. Refund of board charges will be made 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 disciplinary reasons, his/her award will normally be cancelled and may not be used in settlement of his/her financial obligations to the University. The financial obligation, however, is not cancelled, and the student is held liable for any unpaid balance remaining on his/her account.

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

Director: Steven Thorndill

The costs of higher education concern everyone. Many sources of financial aid funds make enrollment at the University of Puget Sound possible. In fact, during the 1989-90 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 Grant*
This is a federally funded program directed to students with exceptionally high needs.

*Washington State Need Grant (WSNG)*
Funds are made available from Washington State and are awarded by the University of Puget Sound to Washington residents with exceptionally high needs.

*Supplemental Educational Opportunity Grant (SEOG)*
This is a federally funded program which the University awards to students with substantial needs.

*Puget Sound Grant-in-Aid (GIA)*
This is a University of Puget Sound funded and administered program which is awarded to most students with demonstrated needs.

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.
Financial Aid and Scholarships

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

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.

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. Interest accrues at an eight percent interest rate through the fourth year of the repayment. Beginning with the fifth year, the interest increases to ten percent.

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 1989-90 academic year, the average financial aid package awarded to students who demonstrated need amounted to $9,100; individual packages ranged from $200 to $13,000.

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.
Financial Aid and Scholarships

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 University of Puget Sound 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 $4000 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 $1953 in scholarship funds from Washington state because of this designation.

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 15 to 20 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 $5000 in place of the normal $4000 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.

The scholarships are $2000 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 15. Contact the Office of Financial Aid and Scholarships for an application.

**United Methodist Church Pacific Northwest Conference Scholarships**
Several renewable scholarships ranging from $2,000 to $4,000 will be awarded to incoming freshmen. First preference will be given to students of an ethnic minority origin who are also members of the United Methodist Church. Academic merit and financial need will be considered.

A special application is not required. Students are automatically considered on the basis of information submitted in the admission process. Recipients will be notified in early April.

**Puget Sound Alumni Scholarship**
One $600 renewable scholarship will be awarded to an incoming freshman. This award is merit-based and first preference will be given to children of alumni.

A special application is not required. Students are automatically considered on the basis of information submitted in the admission process. Recipients will be notified in early April.

**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 $20,000 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 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.
3. Chapter 32, Post Vietnam Era Veterans.

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.

All financial aid information, including program eligibility, award amounts, and loan interest rates, is subject to change.
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Counselor, Judith Jaynes
Counselor, Donn Marshall
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Physician's Assistant, Gloria Carlson
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Admission Counselor, Rhonda M. Jenkins
Admission Counselor, Wendy J. Lee
Admission Counselor, Maurice D. Hanks
Admission Counselor, Lara Chandler
Faculty

Acree, Nancy: Mathematics and Computer Science
BS, Central Washington University, 1978
MS, Montana State University, 1981

Adams, Helen: Business and Public Administration
Honours degree, Macquarie University, NSW, Australia, 1977
PhD, University of Washington, 1986

Ainsworth, Janet: Law
BA, Brandeis University, 1975
MA, Yale University, 1977
JD, Harvard Law School, 1980

Anderson, Tamara: Mathematics and Computer Science
BS, University of Puget Sound, 1984

Annis, LeRoy: English
BA, MA, PhD, University of Washington, 1960, 1962, 1970

Anton, Barry: Psychology
BA, University of Vermont, 1969
MS, PhD, Colorado State University, 1972, 1973

Baarsma, William: Business and Public Administration
BA, University of Puget Sound, 1964
MA, DPA, George Washington University, 1966, 1972

Balaam, David: Politics and Government
BA, California State University, Chico, 1972
MA, PhD, University of California, Santa Barbara, 1974, 1978

Barnett, Suzanne: History/Asian Studies
BA, Muskingum College, 1961
MA, PhD, Harvard University, 1963, 1973

Barry, William: Classics
BA, Whitman College, 1980
MA, PhD, University of Michigan-Ann Arbor, 1984, 1988

Bartanen, Kristine: Communication and Theatre Arts
BA, Pacific University, 1974
MA, PhD, University of Iowa, 1975, 1978

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

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

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

Beaver, James: Law
BA, Wesleyan University, 1952
JD, University of Chicago, 1958

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

Berger, Marilyn: Law
BS, Cornell University, 1965
JD, University of California School of Law, Berkeley, 1970
Bernhart, Michael: Business and Public Administration
BA, Brown University, 1963
MS, PhD, Massachusetts Institute of Technology, 1970, 1977

Bernheim, Stephen: Law/Legal Writing
BA, Williams College, 1977
JD, Vanderbilt University School of Law, 1985

Berry, Keith: Chemistry
BA, Colorado State College, 1960
PhD, Iowa State University, 1966

Blazewicz, Perry: Chemistry
BS, Lehigh University, 1979
MS, MPhil, PhD, Yale University, 1980, 1984, 1987

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

Boerner, David: Law
BS, LLB, University of Illinois, 1962, 1963

Bond, James: Law/Dean of the Law School
BA, Wabash College, 1964
JD, Harvard University, 1967
LLM, University of Virginia, 1971
SJD, University of Virginia, 1972

Branscomb, Melinda: Law
BA, Vanderbilt University, 1977
JD, University of Tennessee School of Law, 1980

Branson, Douglas: Law
BA, University of Notre Dame, 1965
JD, Northwestern University, 1970
LLM, University of Virginia, 1974

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

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

Brower, Jordan: Mathematics and Computer Science
BA, Drake University, 1981
MS, University of Washington, 1984

Brown, William: Economics/Business and Public Administration
BA, MA, Texas Christian University, 1971, 1972
PhD, University of Colorado, 1977

Burroughs, W. Jeffrey: Psychology
BS, University of Washington, 1975
MS, PhD, Arizona State University, 1977, 1981

Campbell, William J.: Research Professor of Physics
BS, University of Alaska, 1959
MS, PhD, University of Washington, 1958, 1964

Cannon, Douglas: Philosophy
BA, Harvard University, 1973
PhD, Massachusetts Institute of Technology, 1982
<table>
<thead>
<tr>
<th>Name</th>
<th>Field</th>
<th>Degrees and Institutions</th>
</tr>
</thead>
</table>
| Cannon, M. Clint   | Business and Public Administration | BS, University of Illinois, 1987  
MBA, BAS, University of Puget Sound, 1976, 1982  
PhD, United States International University, 1986 |
| Carmichael, Donald | Law                          | BA, Davidson College, 1958  
LLB, University of Louisville, 1963  
LLM, University of Wisconsin, 1964 |
| Chan, Corinne      | Physical Therapy             | BS, Stanford University, 1976  
MS, Texas Woman's University, 1980 |
| Chandler, Lynette  | Physical Therapy             | BS, Simmons College, 1961  
BA, MEd, PhD, University of Washington, 1967, 1974, 1983 |
| Chiappinelli, Eric | Law                          | BA, Claremont Men's College, 1975  
JD, Columbia University Law School, 1978 |
| Clark, Annette     | Law                          | BS, Washington State University, 1981  
MD, University of Washington School of Medicine, 1985  
JD, University of Puget Sound School of Law, 1989 |
| Clark, Kenneth     | Geology                      | BS, Central Washington University, 1984  
MS, Western Washington University, 1988 |
| Clayson, Shelby    | Physical Therapy             | BS, University of Minnesota, 1960  
MS, University of Colorado, 1966 |
| Clifford, H. James | Physics                     | BS, PhD, University of New Mexico, 1963, 1970 |
| Cockrell, Linda    | Education                    | BA, MEd, University of Puget Sound, 1964, 1977 |
| Combs, Ernest      | Economics                    | BA, Washington State University, 1953  
MILR, Cornell University, 1955  
PhD, University of Washington, 1971 |
| Conner, Beverly    | English                      | BA, University of Puget Sound, 1978  
MA, University of Washington, 1986 |
| Cooney, Terry      | History/Associate Dean       | BA, Harvard College, 1970  
MA, PhD, State University of New York, Stony Brook, 1971, 1976 |
| Cousens, Francis   | English                      | BA, California State University, Los Angeles, 1956  
MA, California State University, Northridge, 1963  
PhD, University of Southern California, 1968 |
| Creech, William    | Law                          | BA, University of Washington, 1966  
JD, University of Washington School of Law, 1969  
LLM, New York University, 1983 |
Curley, Michael: English/Honors Director  
BA, Fairfield University, 1964  
MAT, Harvard University, 1965  
PhD, University of Chicago, 1973

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

Davis, Thomas A.: Mathematics and Computer Science/Dean of the Faculty  
BA, Denison University, 1956  
MS, University of Michigan, 1957  
PhD, Cambridge University, 1963

Delong, Sidney: Law  
BA, Vanderbilt University, 1969  
JD, Yale University, 1974

DeRenne-Stephan, Christine: Occupational Therapy  
BA, University of California-Santa Barbara, 1968  
MA, University of Connecticut, 1969  
MA, University of Southern California, 1974

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

Dickson, John: Dean, School of Business and Public Administration  
BA, Colorado College, 1965  
MBA, Indiana University, 1967  
PhD, University of Oregon, 1974

Dodson, David: Philosophy/Dean of Students  
BA, Linfield College, 1962  
BD, Berkeley Baptist Divinity School, 1966  
PhD, Graduate Theological Union/University of California, Berkeley, 1972

Donovan, M.E.: Education  
BA, Georgetown College, 1966  
MA, Louisiana State University, 1969  
MEd, University of Puget Sound, 1988

Droge, David: Communication and Theatre Arts  
BA, MA, San Francisco State University, 1970, 1972  
PhD, Northwestern University, 1983

Duncan, Donald: Physical Education  
BA, Washington State University, 1951  
MS, University of Washington, 1969

Ebert, Lawrence: Music  
PhD, Michigan State University, 1967

Edwards, Douglas: Religion  
BS, University of Nebraska, 1972  
M. of Div., Boston University School of Theology, 1978  
PhD, Boston University, 1987

Eggers, Albert: Geology  
BS, Oregon State University, 1966  
MA, PhD, Dartmouth College, 1968, 1971
Ekes, Ann: Physical Therapy
BS, University of Puget Sound, 1989

Engdahl, David: Law
BA, LLB, University of Kansas, 1961, 1964
SJD, University of Michigan, 1969

English, John: Education
BA, MA, Michigan State University, 1961, 1964
PhD, University of Oregon, 1973

English-Lueck, June: Comparative Sociology
BA, California State University-Fresno, 1976
MA, PhD, University of California-Santa Barbara, 1978, 1985

Enquist, Anne: Law/Legal Writing
BA, BS, New Mexico State University, 1972
MAT, University of Washington, 1977

Evans, James: Physics
BS, Purdue, 1970
PhD, University of Washington, 1983

Evans, Julie: Occupational Therapy
BS, Indiana University, 1975
MS, Indiana University, Indianapolis, 1979

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

Fields, Ronald: Art
BA, Arkansas Polytechnic College, 1959
MA, University of Arkansas, 1960
PhD, Ohio University, 1968

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

Foard, Donald: Biology
BA, MA, University of Virginia, 1952, 1954
PhD, North Carolina State, 1959

Ford, Robert: Education
BS, University of Maryland, 1963
MA, University of Puget Sound, 1972
PhD, Union Graduate School, 1975

Fowler, Scott: Mathematics and Computer Science
BA, Swarthmore College, 1969
MA, PhD, Cornell University, 1974, 1978
MS University of Washington, 1985

Frankel, Sheldon: Law
BA, University of Connecticut, 1961
JD, LLM, Boston University, 1964, 1968

Friedrich, James: Psychology
BA, Oberlin College, 1978
MA, PhD, University of Michigan, 1981, 1984

Gardiner, Michael: Biology
BS, Portland State University, 1965
PhD, University of Washington, 1971
Garratt, Robert: English
BA, MA, San Jose State University, 1964, 1969
PhD, University of Oregon, 1972

Goldstein, Barry: Geology
BA, Queens College, CUNY, 1975
MS, PhD, University of Minnesota, 1980, 19851

Goleeke, Thomas: Music
BA, MA, University of Washington, 1958, 1959
DMA, Stanford University, 1966

Goodman, Douglas: Economics
BS, Illinois College, 1972
MS, PhD, University of Illinois, 1975, 1978

Graham, Ernest: Psychology
BA, Western Washington University, 1960
MS, PhD, Washington State University, 1964, 1966
JD, University of Puget Sound 1979

Greene, Mott: Honors/Magee Distinguished Professor
BA, Columbia College, 1967
MA, PhD, University of Washington, 1974, 1978

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

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

Guadagnino, Christopher: Communication and Theatre Arts
BA, State University of New York—Buffalo, 1984
MA, Pennsylvania State University, 1987

Guilmet, George: Comparative Sociology
BS, MA, University of Washington, 1969, 1973
PhD, University of California, Los Angeles, 1976

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

Hall, Phillip: Communication and Theatre Arts
BA, Central Washington University, 1981
MA, Oregon State University, 1988

Haltom, Willam: Politics and Government
BA, MA, PhD, University of Washington, 1974, 1978, 1984

Hamill, Sharon: Psychology
BA, University of California-Long Beach, 1984
MA, University of California-Irvine, 1987

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

Hansen, Edward: Music
BA, MA, PhD, University of Washington, 1950, 1952, 1965
Hansen, J. Tim: English
BA, Whitman College, 1956
MA, University of Washington, 1960
PhD, University of Oregon, 1965

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

Heimgartner, Norman: Education
BA, New York State University, 1952
MA, Columbia University, 1958
EdD, University of Northern Colorado, 1968

Henderson, Kristin: Law/Legal Writing
BA, Brown University, 1976
JD, University of California-Los Angeles, 1981

Hirschfelder, Rosemary: Mathematics and Computer Science
BA, College of Mount Saint Vincent, 1961
MS, Purdue University, 1963

Hodges, Richard: Education
BEd, Oregon State University, 1952
BS, MS, Oregon College of Education, 1953, 1958
EdD, Stanford University, 1964

Holdych, Thomas: Law
BA, Rockford College, 1963
JD, University of Illinois, 1970

Hollingsworth, Betsy: Law/Director of Law Practice Clinic
BA, Occidental College, 1970
JD, University of Washington, 1972

Holm, Margo: Occupational Therapy, OTR
BS, University of Minnesota, 1968
MEd, Pacific Lutheran University, 1978
PhD, University of Nebraska, Lincoln, 1980

Holme, Barbara: Education
BA, MEd, University of Puget Sound, 1965, 1978

Hommel, Charles: Mathematics and Computer Science
BA, University of Illinois, 1972
M LIBR, University of Washington, 1974

Hooper, Kent: Foreign Languages and Literature
BA, MA, Northwestern University, 1980
PhD, Northwestern University, 1986

Hosman, Carol Merz: Dean, School of Education
BA, MA, Stanford University, 1964, 1965
EdD, Washington State University, 1983

Hostetter, Robert: Education
BA, MA, Central Washington University, 1959, 1963
EdD, University of Oregon, 1969

Hoyt, Timothy: Chemistry
BA, BS, Washington State University, 1974
MS, University of Washington, 1976

Hruza, Franklyn: Business and Public Administration
BS, California State Polytechnic University, 1958
PhD, University of Washington, 1972
Hulbert, Duane: Music
BM, MM, Juilliard School of Music, 1978, 1979
DMA, Manhattan School of Music, 1986

Hummel-Berry, Kathleen: Physical Therapy
BS, MEd, University of Washington, 1975, 1978

Hunt, Cecil: Law
BA, Harvard
JD, Boston College

Ibsen, Charles: Comparative Sociology
BA, University of Colorado, 1964
MS, PhD, Colorado State University, 1965, 1968

Ives, Christopher: Religion
BA, Williams College, 1976
MA, PhD, Claremont Graduate School, 1984, 1987

Jackson, Martin: Mathematics and Computer Science
BS, University of Puget Sound, 1984
MS, University of Oregon, 1985

James, Keith: English
BA, California State University-Pomona, 1970
MA, Wayne State University, 1971

Jorgensen, Darwin: Biology
BS, PhD, Iowa State University, 1974, 1980
MS, University of South Carolina, 1976

Josberger, Edward G.: Research Professor of Mathematics
BS, New York University, 1970
PhD, University of Washington, 1979

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

Kalikoff, Beth: English
BA, Johns Hopkins University, 1977
MA, PhD, Indiana University-Bloomington, 1980, 1983

Kerssen, Jeffrey: Communication and Theatre Arts
BA, Concordia College, 1983
MA, University of Washington, 1986

Kirchner, Grace: Education
BA, Oberlin, 1970
MA, PhD, Emory, 1972, 1975
Knutsen, John: Business and Public Administration
BA, MA, University of Washington, 1961, 1964
DBA, University of Oregon, 1969

Koehl, Dorothy: Business and Public Administration
BS, Purdue University, 1952
MBA, PhD, Ohio State University, 1975, 1978

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

Laffrado, Laura: English
BA, Vassar College, 1979
MFA, University of Montana, 1982
PhD, SUNY-Buffalo, 1987

LaFond, John: Law
BA, LLB, Yale University, 1965, 1968

Lamb, Mary Rose: Biology
BA, Reed, 1974
MLS, SUNY, Albany, 1975
PhD, Indiana University, 1983

Langbauer, Del: Religion
BA, Duke University, 1965
MA, PhD, Claremont Graduate School, 1967, 1970

Lazerow, Jama: History
BA, University of Massachusetts, 1975
PhD, Brandeis University, 1983

Levey, Matthew: History
BA, Clark University, 1978
MA, University of Michigan, 1980
MA, University of Chicago, 1984

Lidman, Raven: Law
BA, Cornell University, 1967
JD, University of Puget Sound, 1987

Lind, Bruce: Mathematics and Computer Science
BS, Wisconsin State University, 1962
MS, PhD, University of Wisconsin, 1964, 1972

Lowrie, Walter: History/Humanities Director
BA, University of Puget Sound, 1958
MA, University of Washington, 1960
PhD, Syracuse University, 1975

Lowther, Stewart: Geology
BS, MS, McGill University, 1949, 1950
PhD, University of Michigan, 1957

Ludden, Mikiko: Foreign Languages and Literature
BA, Kyoto Sangyo University, 1979
MA, Ohio University, 1986

Lupher, David: Classics
BA, Yale University, 1969
PhD, Stanford University, 1980

Lustbader, Paula: Law/Legal Writing
BS, Southern Oregon College, 1982
JD, University of Puget Sound, 1988
Mace, Terrence: Biology
BA, Carleton College, 1968
MS, University of Minnesota, 1971
PhD, University of Montana, 1981

Mann, Bruce: Economics
BA, Antioch College, 1969
MA, PhD, Indiana University, 1974, 1976

Marré, Diana: Communication and Theatre Arts
BA, MA, MFA, Washington University, 1974, 1982
PhD, University of California-Berkeley, 1987

Matthews, Robert: Mathematics and Computer Science
BS, MS, PhD, University of Idaho, 1968, 1971, 1976

Maxwell, Keith: Business and Public Administration
BS, Kansas State University, 1963
JD, Washburn University School of Law, 1966

McCuiestion, John: Art
BA, Humboldt State University, 1971
MFA, University of Montana, 1973

Mehlhaff, Curtis: Chemistry
BS, University of California, Berkeley, 1961
PhD, University of Washington, 1965
JD, University of Puget Sound School of Law, 1989

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

Miller, Kathy Ann: Biology
BA, PhD, University of California, Berkeley, 1978, 1988

Moore, Stephen: School of Music
B of MEd., University of Rhode Island, 1979
MM, Manhattan School of Music, 1983

Morelan, Steven: Occupational Therapy
BS, University of Puget Sound, 1965
MS, PhD, University of Oregon, 1969, 1972

Musser, Robert: Music
BS, Lebanon Valley College, 1960
MM, University of Michigan, 1966

Nagy, Helen: Art
BA, MA, PhD, University of California-Los Angeles, 1969, 1973, 1978

Neal, Lisa: Foreign Languages and Literature
BA, Carleton College, 1979
MA, University of Minnesota, 1983

Neel, Ann: Comparative Sociology/Director, Women Studies
BA, University of California, Riverside, 1959
MA, PhD, University of California, Berkeley, 1965, 1978

Neff, Julie: English/Director, Learning and Writing Centers
BA, MA, Washington State University, 1969, 1971

Newcity, Michael: Law
BA, MA, JD, George Washington University, 1972, 1975

Nicholson, Carol: Occupational Therapy
BS, University of Puget Sound, 1984
Nock, George: Law
BA, California State University at San Jose, 1961
JD, University of California, Hastings, 1966

Nowak, Margaret: Comparative Sociology
BA, Medaille College, 1968
MA, PhD, University of Washington, 1975, 1978

Nunn, Elizabeth: Economics
BS, University of Puget Sound, 1985
MA, PhD, Washington University, 1986, 1989

Oates, Laurel: Law/Director of Legal Writing
BA, Western Washington University, 1973
JD, University of Puget Sound, 1978

Oltman, William: Law
BS, University of Wisconsin, 1966
JD, University of Michigan, 1969

Ostrom, Hans: English
BA, MA, PhD, University of California, Davis, 1975, 1978, 1982

Overman, Richard: Religion
BA, MD, Stanford University, 1950, 1954
MTh, School of Theology, Claremont, 1961
PhD, Claremont Graduate School, 1966

Owen, Susan: Communication and Theatre Arts
BA, MA, University of Alabama, 1976, 1978
PhD, University of Iowa, 1989

Pannen, Donald: Psychology
BA, University of Texas, 1967
PhD, University of Minnesota, 1975

Perry, Lo Sun: Foreign Languages and Literature
BA, Tunghai University, Taiwan, 1984
MA, University of Washington, 1986

Peterson, Gary: Communication and Theatre Arts
BS, University of Utah, 1960
MA, PhD, Ohio University, 1961, 1963

Peyton, Joseph: Physical Education
BA, MA, University of Puget Sound, 1967, 1971

Phibbs, Philip M.: Politics and Government/President
BA, Washington State University, 1953
MA, PhD, University of Chicago, 1954, 1957

Pickard, Matthew: Mathematics and Computer Science
BEd, University of Hawaii, 1980

Pierson, Beverly: Biology
BA, Oberlin College, 1966
MA, PhD, University of Oregon, 1969, 1973

Polley, Roy: Business and Public Administration, CPA, CIA
BA, MBA, University of Puget Sound, 1959, 1964

Preiss, Raymond: Communication and Theatre Arts
BS, Southwest Missouri State University, 1975
MA, West Virginia University, 1976
PhD, University of Oregon, 1988
Faculty

Putnam, Ann: English
BA, Seattle Pacific University, 1967
MA, PhD, University of Washington, 1979, 1984

Radcliffe, Alison: Mathematics and Computer Science
BS, University of Puget Sound, 1982
MS, Washington State University, 1988

Ragan, Betty: Art
BA, Birmingham Southern College, 1958;
MFA, Pratt Institute, Brooklyn, 1985

Reeck, Darrell: Religion
BA, Seattle Pacific University, 1960
BD, Garrett-Evangelical Theological Seminary, 1965
PhD, Boston University, 1970

Reed, Jeffrey: Economics
BA, Western Washington College, 1971
PhD, Louisiana State University, 1976

Reutlinger, Mark: Law
BA, University of California, Berkeley, 1985
JD, University of California School of Law, Berkeley, 1968

Rex, Andrew: Physics
BA, Illinois Wesleyan University, 1977
PhD, University of Virginia, 1982

Rickoll, Wayne: Biology
BS, Rhodes College, 1969
MS, University of Alabama-Birmingham, 1972
PhD, Duke University, 1977

Rideout, Christopher: Law/English
BA, University of Puget Sound, 1972
MA, University of Washington, 1977
PhD, University of Washington, 1982

Riegsecker, John: Mathematics and Computer Science
BA, Goshen College, 1968
MS, Northern Illinois University, 1971
PhD, University of Illinois, Chicago, 1976

Rindo, John: Communication and Theatre Arts
BA, University of Wisconsin-Eau Claire, 1977
MS, PhD, University of Oregon, 1979, 1984

Robinson, Richard: Jewett Professor/Business and Public Administration
BA, University of Washington, 1942
MBA, Harvard Graduate School of Business Administration, 1943
PhD, Massachusetts Institute of Technology, 1963

Rocchi, Michel: Foreign Languages and Literature
Aggregation es lettres, Sorbonne, Paris IV, 1965
PhD, University of Washington, 1980

Rodgers, Stephen: Foreign Languages and Literature
BA, University of Oregon, 1979
Diplome Superieur d'Etudes Francaises, Universite de Poitiers, 1980
MA, University of Oregon, 1982

Roussin, Ramon: Education
BA, MA, Michigan State University, 1964, 1966
PhD, University of Iowa, 1971
Rousslang, Kenneth: Chemistry  
BA, Portland State University, 1970  
PhD, University of Washington, 1976  

Rowland, Thomas: Chemistry  
BA, Catholic University of America, 1968  
PhD, University of California, Berkeley, 1975  

Rudolph, Wallace: Law  
BA, JD, University of Chicago, 1950, 1953  

Sandler, Florence: English  
BA, MA, University of New Zealand, 1958, 1960  
PhD, University of California, Berkeley, 1968  

Satterwhite, David: Asian Studies/Pacific Rim Program  
BA, Friends World College, 1975;  
MA, University of Washington, 1979  

Schultz, Paul: Music  
BME, MA, Central Michigan University, 1961, 1964  
PhD, Michigan State University, 1974  

Scott, David: Mathematics and Computer Science  
BA, Grinnell College, 1964  
MA, Brandeis University, 1966  
PhD, University of Washington, 1978  

Seferian, Edward: Music  
BS, MS, Juilliard School of Music, 1957, 1958  

Setchfield, Margaret: School of Education  
BA, Central Washington University, 1959  
MEd., University of Washington, 1968  

Settle, Richard: Law  
BA, JD, University of Washington, 1964, 1967  

Share, Donald: Politics and Government  
BA, University of Michigan, 1977  
MA, PhD, Stanford University, 1980, 1983  

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

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

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

Slee, Fredrick: Physics  
BS, MS, PhD, University of Washington, 1959, 1960, 1966  

Smith, Bryan: Mathematics and Computer Science  
BA, University of Utah, 1974  
MS, PhD, University of Idaho, 1977, 1982  

Smith, Carol: Mathematics and Computer Science  
BS, Birmingham Southern, 1965  
MA, University of Georgia, 1968  
PhD, University of Alabama, 1975  
MS, Colorado State University, 1983
Smith, David: History
BA, Bristol University, 1963
MA, Washington University, 1965
PhD, University of Toronto, 1972

Smith, Debra: Business and Public Administration
BS, University of Idaho, 1978
E.M.B.A., University of Washington, 1987

Smithers, Stuart: Religion
BA, San Francisco State University, 1980
MA, MPhil., Columbia University, 1984, 1985

Sorensen, James: Dean, School of Music
BFA, MM, University of South Dakota, 1954, 1959
EdD, University of Illinois, 1971

Sousa, David: Politics and Government
BA, University of Rhode Island, 1982

Steele, Anita: Law
BA, Radcliffe College, 1948
JD, University of Virginia Law School, 1971
LLM, University of Washington, 1972

Steiner, Robert: Education
BA, University of Washington, 1962
MS, PhD, Oregon State University, 1968, 1971

Stern, Lawrence: Philosophy
BA, Rutgers University, 1958
MA, PhD, Harvard University, 1962, 1968

Sterns, David: Communication and Theatre Arts
BA, Western Oregon State College, 1979
MA, University of Oregon, 1985

Stevens, Kenneth: Art
BS, Harvey Mudd College, 1961
MFA, University of Puget Sound, 1971
PhD, University of Washington, 1966

Stirling, Kathleen: Economics
BA, St. Martin's College, 1980
MA, University of Notre Dame, 1983
PhD, University of Notre Dame, 1987

Stone, Ronald: Occupational Therapy
BA, Bethel College, 1968
MS, Virginia Commonwealth University, 1974

Strait, John: Law
BA, University of California, Davis, 1966
JD, Yale Law School, 1969

Taranovski, Theodore: History
BA, University of California, Los Angeles, 1963
MA, PhD, Harvard University, 1965, 1976

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

Thorndike, Alan: Physics
BA, Wesleyan University, 1967
PhD, University of Washington, 1978
Tinsley, David: Foreign Languages and Literature
BA, Colorado College, 1976
MA, University of North Carolina, Chapel Hill, 1979
MA, PhD, Princeton University, 1982, 1985

Tomlin, George: Occupational Therapy
BS, Massachusetts Institute of Technology, 1972
MA, Boston University, 1979
MS, University of Puget Sound, 1983

Turnbull, Mary: English
BA, University of Washington, 1968
MA, University of Puget Sound, 1972
PhD, University of Chicago, 1978

Tyson, Judith: Foreign Languages and Literature
BA, Earlham College, 1967
MA, University of Wisconsin, 1973

Ulrich, Richard: Director/Physical Education, Athletics, and Recreation
BS, Eastern Illinois University, 1964
MEd, University of Arizona, 1965
PhD, University of Utah, 1973

Umstot, Denis: Business and Public Administration
BS, University of Florida, 1960
MS, Air Force Institute of Technology, 1967
PhD, University of Washington, 1975

Urruela, Maria Cristina: Foreign Languages and Literature
BA, Wellesley, 1978
MEd, Harvard University, 1979
PhD, University of Texas at Austin, 1989

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

Velez-Quinones, Harry: Foreign Languages and Literature
BA, Washington University, 1982
MA, Harvard University, 1983

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

Wald, Richard: Business and Public Administration
BS, University of California-Los Angeles,
MBA, University of Santa Clara,
PhD, University of Arkansas, 1978

Waldo, Robert: Business and Public Administration
BS, MS, University of Colorado, 1948, 1949
MBE, PhD, Claremont Graduate School, 1966, 1972

Wallrof, Paul: Physical Education
BA, MS, University of Washington, 1958, 1965

Weaver, John: Law
BA, Dartmouth College, 1966
JD, Harvard University, 1969

Websdale, Neil: Comparative Sociology
BS, Hull University, England, 1975
MA, London University, 1983
Weinman, Melissa: Art
BA, Bowdoin College, 1982
MFA, University of Southern California, Los Angeles, 1984

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

Wetzel, Jean: Art
BA, Rockford College, 1982
MA, MPhil, University of Kansas, 1985, 1986

Wick, James: School of Business and Public Administration
BA, MBA, University of Washington, 1963, 1964
PhD, Michigan State University, 1969

Wilson, Roberta: Physical Education
BS, MS, PhD, University of California, Los Angeles, 1970, 1972, 1987

Wood, Anne: Chemistry
BS, PhD, University of Illinois, Urbana, 1966, 1970

Wood, Lisa: Psychology
BA, MAT, PhD, University of Washington, 1975, 1979, 1987

Worland, Rand: Physics
BA, University of California, Los Angeles, 1977
MA, PhD, University of California, Santa Barbara, 1984, 1989

Zeigler, Harmon: Phibbs Distinguished Chair/Politics and Government
BA, Emory University, 1957
MA, PhD, University of Illinois, 1958, 1960

Emeriti

Albertson, Robert: Religion
BA, Northern Colorado University, 1947
BD, Garrett-Evangelical Theological Seminary, 1950
PhD, Claremont Graduate School, 1966

Alcorn, Gordon: Biology
BS, University of Puget Sound, 1930
MS, PhD, University of Washington, 1933, 1935

Anderson, Norman: Geology
BS, University of Puget Sound, 1944
MS, University of Washington, 1954
PhD, University of Utah, 1965

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

Ball, Carleton: Art
BA, MA, University of Southern California, 1933, 1934

Bauer, Wolfred: History/Associate Dean
BA, PhD, University of Washington, 1951, 1964

Bond, Alice: Physical Education
BS, University of Iowa, 1931
AM, Columbia University, 1932

Brown, Bert: Physics
BS, Washington State University, 1949
MS, California Institute of Technology, 1953
PhD, Oregon State University, 1963

Colby, Bill: Art
BA, University of Denver, 1950
MA, University of Illinois, 1954

Corkrum, Ralph: English
BA, MA, Washington State University, 1951, 1953

Coulter, C. Brewster: History
BA, MA, Columbia University, 1938, 1940
MA, PhD, Princeton University, 1942, 1945

Danes, Zdenko F.: Physics
BS, PhD, Charles University, Prague, 1947, 1949

Fossum, Helen: Foreign Languages and Literature
BA, MA, University of Kansas, 1918, 1926
PhD, University of California, 1936
Gibbs, Del: Education
AB, Huron College, 1933
AM, University of South Dakota, 1938
BS, Dakota Wesleyan University, 1942
PhD, University of Chicago, 195
Gunter, Craig: Politics and Government
BA, University of Illinois, 1943
MS, MS, University of Wisconsin, 1948, 1957
EdD, Washington State University, 1964
Gurza, Esperanza: Foreign Languages and Literature
BA, University of Puget Sound, 1961
MA, University of Oregon, 1963
PhD, University of California, Riverside, 1974
Hager, Philip: English
BA, MA, PhD, University of Washington, 1939, 1946, 1950
Hamner, Homer: Business and Public Administration
BA, JD, MA, PhD, University of Southern California, 1938, 1941, 1947, 1949
Harris, Theodore: Education
PhB, MA, PhD, University of Chicago, 1931, 1938, 1941
Hartley, Richard: Psychology
BS, Lewis and Clark College, 1950
MA, PhD, University of Denver, 1952, 1954
Heinrick, John: Physical Education
BA, University of Washington, 1926
MA, Seattle University, 1952
Heppe, Paul: Politics and Government
BA, MA, PhD, University of Wisconsin, 1939, 1948, 1956
Herlinger, Ilona: Music
BA, Michigan State University, 1955
MM, University of Michigan, 1956
Hodges, Renate: Foreign Languages and Literature
BA, University of Strasbourg, 1950
BEd, University of Puget Sound, 1965
MA, University of Oregon, 1971
Hoyt, Milton: Education
BS, MS, University of Utah, 1948, 1953
EdD, University of Colorado, 1967
Lamka, Dewane: Education
BA, BEd, MEd, University of Puget Sound, 1940, 1945, 1953
EdD, University of Washington, 1965
Lantz, John: Mathematics and Computer Science
BS, University of Puget Sound, 1946
MA, University of Washington, 1955
Lee, Anabel: Education
BS, Kansas City Teachers College, 1935
MA, Northwestern University, 1941
EdD, University of Washington, 1966
Magee, John: Philosophy
BA, University of Washington, 1938
MA, MDiv, Boston University, 1940, 1941
MA, PhD, Harvard University, 1947, 1950
Martin, Jacqueline: Foreign Languages and Literature
BA, University of Washington, 1944
MA, Boston University, 1952
PhD, University of Oregon, 1966
Mayes, Peggy: Art
BAE, University of Arkansas, 1933
MFA, University of Puget Sound, 1963
McDonnel, Frances: Physical Education
BA, University of Puget Sound, 1940
Morris, James: Business and Public Administration
BA, MBA, Stanford University, 1940, 1947
Myles, Margaret: Music
Chicago Music Conservatory, 1946
LaForge Studio, 1942, 1950
Nelson, Martin: Physics
BS, University of Puget Sound, 1937
MS, University of Hawaii, 1939
PhD, Ohio State University, 1942
Onceley, Alma: Music
BS, MM, Eastman School of Music, 1931, 1933
DSM, Union Theological Seminary, 1963
Orthman, William: Business and Public Administration
BS, Northwestern University, 1939
MA, University of Puget Sound, 1964
PhD, University of Washington, 1971
Ostransky, Leroy: Music
BA, University of Puget Sound, 1948
MA, New York University, 1951
PhD, University of Iowa, 1957
Patterson, Dorothy: Music
BA, Western Washington State College
MA, University of Puget Sound, 1957

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Peterson, Frank: Comparative Sociology/Associate Dean
BA, University of Puget Sound, 1950
ThM, ThD, Iliff School of Theology, 1953, 1960

Perdue, Paul: Business and Public Administration
BA, MA, University of Puget Sound, 1959, 1960

Phillips, John: Religion/Comparative Sociology
BA, Baker University, 1942
STB, PhD, Boston University, 1945, 1948
DD, Baker University, 1967

Powell, Ray: Education
BA, Coe College, 1923
MA, PhD, University of Iowa, 1928, 1932

Regester, John: Philosophy
BA, Allegheny College, 1920
STB, PhD, Boston University, 1922, 1928

Richards, Edith: Education
BEd, Chicago Teachers College, 1942
MS, PhD, University of Wisconsin, 1962, 1967

Richmond, Harriet: Occupational Therapy
BS, University of Pennsylvania, 1945
MEd, University of Puget Sound, 1967

Rodgers, Bruce: Music
BM, MM, Eastman School of Music, 1942, 1947
PhD, University of California, Los Angeles, 1954

Sinclitico, John: Law
BA, Holy Cross College, 1936
JD, Harvard, 1939

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

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

Stevens, George: Law
BA, Dartmouth College, 1931
LLB, Cornell University, 1935
MA, University of Louisville, 1941
SJD, University of Michigan, 1951

Stuckey, Lloyd: Financial Vice-President
BA, University of the Pacific, 1965

Thompson, R. Franklin: 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

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

Zech, Donald: Physical Education
BS, University of Notre Dame, 1954
MS, Washington State University, 1955
A-Frames (17)
Anderson-Langdon Residence Hall (5)
Burns Field (29)
Ceramics Building (7)
Chalets (17)
Fieldhouse (Memorial) (31)
Foreign Language Houses (28)
Harrington Residence Hall (4a)
Howarth Hall (16)
Jones Hall (10)
Kilworth Chapel (2)
Kittredge (12)
Library, Collins Memorial (3)

McIntyre Hall (11)
Music Building (9)
New Hall (15)
NIWA House (21)
Occupational Therapy/Physical Therapy (25)
Personnel Office (27)
Plant Department (25)
President's House (1)
Print Shop (20)
Racquetball & Tennis Pavilion (32)
Residential Life Office (17)
Regester Residence Hall (23)
Schiff Residence Hall (4b)

Seward Residence Hall (24)
South Hall (25)
Security (17)
Smith Residence Hall (6a)
Stadium, Baker (30)
Student Employment Office (13)
Student Union Building (19)
Swimming (Wallace) Pool (26)
Tennis Courts (16)
Thompson Hall (8)
Todd Residence Hall (22)
Union Avenue Residences (14)
University Residence Hall (6b)
Warner Street Gymnasium (26)
## Calendar 1990-1991

### Fall 1990

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 17</td>
<td>Friday</td>
<td>Validation deadline, by mail or in person</td>
</tr>
<tr>
<td>August 24</td>
<td>Friday</td>
<td>University Housing Open for Freshmen, 10:00 am; Food Service for Residence Hall Students Opens, 11 am</td>
</tr>
<tr>
<td>Aug 25-Sept 2</td>
<td>Sat-Sun</td>
<td>Orientation Week</td>
</tr>
<tr>
<td>August 30</td>
<td>Thursday</td>
<td>Greek Chapters Open for Continuing Students, 10 am</td>
</tr>
<tr>
<td>August 30</td>
<td>Thursday</td>
<td>Food Service Open for Continuing Students on Union Avenue, 11:00 am</td>
</tr>
<tr>
<td>August 31</td>
<td>Friday</td>
<td>Last Day to Drop with 100% Refund</td>
</tr>
<tr>
<td>September 1</td>
<td>Saturday</td>
<td>Residence Halls and Houses Open for Continuing Students, 10 am</td>
</tr>
<tr>
<td>September 3</td>
<td>Monday</td>
<td>Labor Day (University Holiday)</td>
</tr>
<tr>
<td>September 4</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>September 7</td>
<td>Friday</td>
<td>Late Registration, until 7:00 pm</td>
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<tr>
<td>September 6</td>
<td>Thursday</td>
<td>Add/Drop Begins, 8:30 am</td>
</tr>
<tr>
<td>September 7</td>
<td>Friday</td>
<td>Application for May/August Graduation</td>
</tr>
<tr>
<td>September 11</td>
<td>Tuesday</td>
<td>Last Day to Add Classes, 4:30 pm</td>
</tr>
<tr>
<td>September 11</td>
<td>Tuesday</td>
<td>Last Day to Exercise P/F Option, 4:30 pm</td>
</tr>
<tr>
<td>September 12</td>
<td>Wednesday</td>
<td>Registration for Audit Classes</td>
</tr>
<tr>
<td>September 14</td>
<td>Friday</td>
<td>Last Day to Drop with 80% Refund</td>
</tr>
<tr>
<td>September 17</td>
<td>Monday</td>
<td>Last Day to Drop Without Record, 4:30 pm</td>
</tr>
<tr>
<td>September 21</td>
<td>Friday</td>
<td>Last Day to Drop with 60% Refund</td>
</tr>
<tr>
<td>September 28</td>
<td>Friday</td>
<td>Last Day to Drop with 40% Refund</td>
</tr>
<tr>
<td>October 1</td>
<td>Monday</td>
<td>Last Day to Withdraw With An Automatic &quot;W&quot;</td>
</tr>
<tr>
<td>October 5</td>
<td>Friday</td>
<td>Last Day to Drop with 20% Refund</td>
</tr>
<tr>
<td>October 19</td>
<td>Friday</td>
<td>Fall Break (No Classes)</td>
</tr>
<tr>
<td>October 19</td>
<td>Friday</td>
<td>Incomplete Spring/Summer Work Due to Instructor</td>
</tr>
<tr>
<td>October 24</td>
<td>Wednesday</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>Nov 12-16</td>
<td>Mon-Fri</td>
<td>Pre-Registration for Spring Term</td>
</tr>
<tr>
<td>November 21</td>
<td>Wednesday</td>
<td>Food Service Closes, 6:00 pm</td>
</tr>
<tr>
<td>Nov 22-25</td>
<td>Thursday</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>November 26</td>
<td>Monday</td>
<td>Food Service Open, 6:45 am</td>
</tr>
<tr>
<td>November 26</td>
<td>Monday</td>
<td>Open Registration for Spring Begins (Continuing Students and Transfers)</td>
</tr>
<tr>
<td>December 12</td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>Dec 13-16</td>
<td>Thurs-Sun</td>
<td>Reading Period (No Classes)</td>
</tr>
<tr>
<td>Dec 17-20</td>
<td>Mon-Thurs</td>
<td>Final Examinations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food Service Closes for Residence Hall Students, 6:00 pm</td>
</tr>
<tr>
<td>December 20</td>
<td>Thursday</td>
<td>All University Housing Closes, 7:00 pm</td>
</tr>
<tr>
<td>January 2</td>
<td>Wednesday</td>
<td>Final Grades Due, 9:30 am</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
</tr>
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<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 11</td>
<td>Friday</td>
<td>Validation deadline, by mail or in person</td>
</tr>
<tr>
<td>January 16</td>
<td>Wednesday</td>
<td>Registration for Spring closes, 4:30 pm</td>
</tr>
<tr>
<td>January 16</td>
<td>Wednesday</td>
<td>Greek Chapters Open, 10 am</td>
</tr>
<tr>
<td>January 19</td>
<td>Saturday</td>
<td>University Housing Open for Greek Rushees, 10 am</td>
</tr>
<tr>
<td>January 20</td>
<td>Sunday</td>
<td>Residence Halls and Residence Houses Open for Freshmen and Continuing Students, 10 am</td>
</tr>
<tr>
<td>January 20</td>
<td>Sunday</td>
<td>Food Service Opens for Residence Hall Students, 4:00 pm</td>
</tr>
<tr>
<td>January 21</td>
<td>Monday</td>
<td>Martin Luther King, Jr. Birthday (No Classes)</td>
</tr>
<tr>
<td>January 21</td>
<td>Monday</td>
<td>Last Day to Drop with 100% Refund</td>
</tr>
<tr>
<td>January 22</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 22</td>
<td>Tuesday</td>
<td>Late Registration, until 7:00 pm</td>
</tr>
<tr>
<td>January 24</td>
<td>Thursday</td>
<td>Add/Drop Begins, 8:30 am</td>
</tr>
<tr>
<td>January 25</td>
<td>Friday</td>
<td>Application for December Graduation</td>
</tr>
<tr>
<td>January 29</td>
<td>Tuesday</td>
<td>Last Day to Add a Class, 4:30 pm</td>
</tr>
<tr>
<td>January 29</td>
<td>Tuesday</td>
<td>Last Day to Exercise P/F Option, 4:30 pm</td>
</tr>
<tr>
<td>January 30</td>
<td>Wednesday</td>
<td>Registration for Audit Courses, 8:30</td>
</tr>
<tr>
<td>February 1</td>
<td>Friday</td>
<td>Last Day to Drop with 80% Refund</td>
</tr>
<tr>
<td>February 4</td>
<td>Monday</td>
<td>Last Day to Drop Without Record, 4:30 pm</td>
</tr>
<tr>
<td>February 8</td>
<td>Friday</td>
<td>Last Day to Drop with 60% Refund</td>
</tr>
<tr>
<td>February 15</td>
<td>Friday</td>
<td>Last Day to Drop with 40% Refund</td>
</tr>
<tr>
<td>February 18</td>
<td>Monday</td>
<td>Last Day to Withdraw with an Automatic “W”</td>
</tr>
<tr>
<td>February 22</td>
<td>Friday</td>
<td>Last Day to Drop with 20% Refund</td>
</tr>
<tr>
<td>March 15</td>
<td>Friday</td>
<td>Fall Incomplete Work Due to Instructor</td>
</tr>
<tr>
<td>March 15</td>
<td>Friday</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>March 15</td>
<td>Friday</td>
<td>Food Service Closes for Residence Hall Students, 6:00 pm</td>
</tr>
<tr>
<td>March 18-22</td>
<td>Mon-Fri</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>March 25</td>
<td>Monday</td>
<td>Food Service Opens for Residence Hall Students, 6:45 am</td>
</tr>
<tr>
<td>March 25</td>
<td>Monday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>March 25</td>
<td>Monday</td>
<td>Mid-term Grades Due, noon</td>
</tr>
<tr>
<td>April 1-5</td>
<td>Mon-Fri</td>
<td>Pre-Registration for Fall Term</td>
</tr>
<tr>
<td>April 8</td>
<td>Monday</td>
<td>Early Registration for Summer Begins</td>
</tr>
<tr>
<td>April 15</td>
<td>Monday</td>
<td>Open Registration for Fall Begins (Continuing Students and Transfers)</td>
</tr>
<tr>
<td>May 8</td>
<td>Wednesday</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 9-12</td>
<td>Thurs-Sun</td>
<td>Reading Period (No Classes)</td>
</tr>
<tr>
<td>May 13-16</td>
<td>Mon-Thurs</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 16</td>
<td>Thursday</td>
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Listed below are offices to which inquiries of various types may be directed:

Admission ................................................................. (206)756-3211
Academic and Career Advising Services .................. (206)756-3250
Alumni Relations ..................................................... (206)756-3245
Associated Students .................................................. (206)756-3600
Catalogs ................................................................. (206)756-3211
Continuing Education ............................................... (206)756-3306
Curriculum ............................................................. (206)756-3207
Dean of Students ...................................................... (206)756-3360
Faculty/Instruction .................................................... (206)756-3205
Financial Aid and Scholarships ................................ (206)756-3214
International Students ............................................. (206)756-3652
Learning Center ...................................................... (206)756-3395
Library .................................................................. (206)756-3669
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